

Ocean Academy Poole an Aquatic Association							YEAR 3 - Ocean Academy Whole School Curriculum Overview: 2022-23						
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
Self Worth		Engagement		Purpose		Confidence to take action							
Belonging Fun & excitement		Heroes		Spirit of adventure Sense of accomplishment		Curiosity & creativity		Leadership & responsibility		Confidence to take action			
Teamwork		Respect		Independence		Resilience		Communication		Self-motivation			
Water, water everywhere!		Fantastic Forces		Time cop: Stone Age Britain		Destination: Poole		Ready, Steady, Grow!		Time cop: Ancient Egypt			
How can we find solutions to the problem of coastal erosion in Dorset?		How can I clearly report my findings about magnetic force?		How can we speak clearly and confidently about Stone Age archaeology?		How can we collaborate to persuade people to visit Poole?		How can we communicate clearly how to grow, and care for, plants?		How can we show how important death was to the Ancient Egyptians?			
Use our understanding of structures and coastal erosion to build a coastline defence		Investigate different areas of magnetism and develop diagrams and/or tables to report their findings.		In small groups, create a floor plan of a Stone Age home and excavation site of that home. Then, present their work as a group.		Apply knowledge of Poole and tourism to persuade others to come and visit including the reasons to visit Poole.		Draft, edit and redraft the back of a seed packet with instructions for the care of a plant.		Create a powerpoint based on the process an archaeologist would work through to evidence how important death was to the Ancient Egyptians.			
1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity		1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity			
Palaeontology BCP		Scientist		Archaeologist Historian Education Poole Museum		Tourism Advertising BCP Council		Botanist Adverting/Publishing		Archaeology Historians Education Careers Day			
Jobs in and around Poole Harbour Democratic voting for leadership responsibilities - What does it mean to be the boss?		Careers Day						Careers Day		Careers Day			
The Hodgeheg: Dick King Smith The True Story of the Three Little Pigs: Jon Scieszka To entertain: To retell a small section of the story.		The Lorax: Dr Seuss The Day the Crayons Quit: Drew Daywalt To persuade: A letter in the role as a piece of stationary about changing our behaviour.		The Iron Man Stone Age Boy To entertain: To write an alternative ending including a problem.		The Twits: Roald Dahl The Twits: Roald Dahl To entertain: To write a character description.		The boy who grew dragons: Andy Shepherd The boy who grew dragons: Andy Shepherd To inform: A letter to a friend about having a pet dragon.		Sheep Pig: Dick King Smith Various purposes: Building a writing anthology of different genres.			
Nouns (proper, common, collective, pronoun) Adjectives Verbs Simple sentences		Multi clause sentences (compound sentences) including coordinating conjunctions Multi clause sentences (complex sentences) including subordinating conjunctions Expanded noun phrases Apostrophes for contraction		Adverbials (How, when, where the verb happens) Using and punctuating direct speech. Revise sentence structures (simple and multi-clause)		Prepositions (for example, before, after, during, in, because of) Using and punctuating direct speech. Revise sentence structures (simple and multi-clause)		Revise prepositions (for example, before, after, during, in, because of) Revise adverbials (How, when, where the verb happens) Revise apostrophes for contraction					
Reading our writing aloud Discussing reasoning and inference style questions Circle Time/Class Assembly style questions Retelling and sharing parts of the story with one another. Justifying reasons for building a chosen coastal defence.		Colour poem by Christina Rossetti Reading our writing aloud Discussing reasoning and inference style questions Circle Time/Class Assembly style questions Discussing what items of stationary might be frustrated about from school pupils Hypothesising about forces and magnets to make predictions Comparing religious (Christianity) and non-religious traditions		Reading our writing aloud. Discussing reasoning and inference style questions Circle Time/Class Assembly sessions Debating which period of the Stone Age was the most important and justifying reasons. Create a present the floor plan of a Stone Age home excavation site. Compare the Stone Age and the Bronze Age. 'Grill a Christian' Q&A		Reading aloud our writing. World Poetry Day Working collaboratively to create our brochures Discussing reasoning and inference style questions. Circle Time/Class Assembly sessions		The Owl & the Pussycat - performance poetry Providing feedback for shared writes Discussing reasoning and inference style questions. Presenting digital presentation plant information slides Circle Time/Class Assembly sessions		Fluency in reading comprehension. Reading shared writes aloud. Presenting our Egyptian presentations. Discussing reasoning and inference style questions. Circle Time/Class Assembly sessions Debate about whether Howard Carter was morally right for unearthing Tutankhamun's tomb and using the artefacts to inform people about how they lived in Ancient Egypt. Presenting how important death was to Ancient Egyptians. Feedback during shared writes. Comparing Sanatana Dharma beliefs to those which have previously been learnt.			
Topic words - Taken from LJM Adding -ed to root words Adding -ed to root words which end in consonant letter -y Adding -ing to root words/ Adding -ing to root words/verbs including those ending in consonant letter -y Homophones and near-homophones 1		Topic words - Taken from LJM The sound spell -le at the end of words Adding -es to nouns and verbs which end in y Adding -er and -est to root words ending in consonant letter -y Adding suffixes -ful and -less Homophones and near-homophones 2 Contractions: using apostrophes for contractions		Topic words - Taken from LJM Adding suffixes -ment Spell words with common letter strings: -ight Words with the /est/ sound spell eight or igh Homophones and near-homophones 2 Spell words with common letter strings: -ear		Topic words - Taken from LJM Spell words with common letter strings: -ough Plurals: -es or -ves Plurals: root words which end in -y Adding the suffix -ly 1 Endings which sound like -un 1		Topic words - Taken from LJM Silent letters Adding the suffix -ly 2 Endings which sound like -un 2 Adding the suffix -ation Words ending: -sure -ture		Topic words - Taken from LJM Endings which sound like -un 3 Doubling consonants ch as 'k' of 'sh' ei, ei, ey Year 3 & 4 Spelling List 1 Year 3 & 4 Spelling List 2			
Place Value Begin Addition and Subtraction 2D/3D shapes (link to DT) Measure - length (link to DT) Statistics - Cateogrisation (link to Science)		Complete Addition and Subtraction Begin Multiplication & Division 2D/3D shapes (link to DT) Measure - length (link to DT) Statistics - Interpret tables (link to Science)		Complete Multiplication & Division Money Time - compare and sequence (link to History) Position and direction - turns (link to Computing) Measure - mass and capacity (link to DT) Animals inc humans		Measuring Length and Finding Perimeter Starting Fractions Statistics - collect data (link to Geography) Position and direction - turns (link to Computing & Geography) Measure - mass and capacity (link to DT) Revisit and Revise: Year 2 curriculum		Completing Fractions Time Measure - temperature and length (link to Science) Statistics - collecting and interpret data (link to Science)		Properties of shapes Mass and capacity Time - compare and sequence (link to History)			
Rocks & Fossils						Developing scientific skills - measuring/collecting, logging and analysing data through maths and geography		Plants Soils		Light			
Revisit and revise: Year 2 curriculum - timelines Developing historical skills : 'Understand how knowledge is constructed from a range of sources' developed through looking at 'hands on' research conducted in geography and science		Revisit and Revise: Year 2 curriculum Developing geographical skills and knowledge: Collecting, recording and analysing data in science		Stone Age and Bronze Age Britain		Revisit and Revise: Year 2 curriculum Developing historical skills - 'Understand how knowledge is constructed from a range of sources' referencing Poole as an Iron Age archaeological site		Revisit and Revise - Spring 1 Y3 Developing historical skills - Understanding chronology (lengths of time periods) through maths curriculum		Ancient Egypt			
Local and Country study: Dorset in the UK Physical geography: Coastal erosion Human geography: Coastal management (land-use) Revisit and Revise: Year 2 curriculum Exploring religious festivals: Advent		Revisit and Revise: Year 2 curriculum Developing geographical skills and knowledge: Collecting, recording and analysing data in science Christian Beliefs		Revisit and Revise: Year 2 curriculum Developing geographical skills and knowledge: Understand how agriculture has shaped land-use in Britain and the world Revisit and Revise: Year 2 curriculum Exploring religious festivals: Holi		Local and Country: Poole in the UK Human Geography: Land-use and tourism Digital Mapping Sikh Beliefs		24/25: Fieldwork Revisit and Revise: Year 3 curriculum Exploring religious festivals: Vaisakhi		Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Understand how the water system and agriculture are linked and develop local understanding of Africa Sanatana Dharma (Hindu) Beliefs			
Computing basics and Online safety		Coding using Beebots Assignment: Produced on Google docs		Ukulele Development - First Access (C, G, Am and F)		Ukulele Development (3 chords Am, C, G) - Shake it Off		Natural materials - shape, pattern and colour Andy Goldsworthy - Land art		Textiles - Bookmark			
Three Little Birds (Glockenspiel) and Beginner Ukulele Introduction		Painting - Blending colour Peter Dorey (Dorset based artist) - Landscapes		Structures - 3D nets - dice. Assignment: Construction of coastal defences		Food technology - flatbread		KNEX: Mechanical systems - flying disks - build with lego		TinkerCAD and 3D printing - Net and wall games Gymnastics & Dance			
Invasion games Gymnastics (inc. direction, half, quarter, 3 quarter turn, rotation, clockwise, anti-clockwise)		Countries Numbers to 10 Feliz Navidad		Days of the week Spanish cuisine		Months of the year Euros & cents (identify and compare to pounds and pence)		Classroom objects La Tomatina		Classroom commands Links to secondary school?			
Alphabet & Sounds Greetings Introductions; Introduction to Spain; Importance of learning a language		Celebrating difference Respectful relationships Caring friendships		Dreams and goals Families and people who care for me		Healthy me Being safe		Relationships Respectful relationships		Changing me Relationships and sex education			
Being me in my world - my aspirations for the future		Exploring Christianity. Recognising the different shades and colours made when blending colours together. Appreciating the beauty of local art. Responding and reflecting on our English and reading texts, asking 'wonder', 'notice' and 'predict' questions. Exploring religious celebrations in assemblies (Day of the Dead, Advent & Christmas, Diwali, Tu B'Shvatl). Mindfulness colouring Discussing and reflecting in Newsround and PSHE lessons. Appreciating the beauty of the Spanish language, how it is constructed, and developing our cultural awareness.		Exploring Sikhism in RE and Holi festival. Comparing and understanding different shades and tone that are created by pencil and charcoal. Appreciating the beauty of still life art. Exploring religious celebrations in assemblies (Shrove Tuesday & Lent, Chinese New Year, Holi festival). Discussing and reflecting in Newsround and PSHE lessons. Considering the origins of farming and how this has shaped civilization today - for and against farming practices / should we eat meat?. Being aware of one's own strengths and limitations regarding sporting skills. Appreciate and comment on dance performed in PE.		Comparing and understanding different shades and tone that are created by pencil and charcoal. Appreciating the beauty of still life art. Appreciating the beauty of living in a coastal town. Responding and reflecting on our English and reading texts, asking 'wonder'. Exploring religious celebrations in assemblies (Holi, Ramadan, Easter). Discussing and reflecting in Newsround and PSHE lessons. Considering how Poole is an Iron Age archaeological site. Being aware of one's own strengths and limitations regarding dance. Watch dance and music shows.		Exploring the way different materials feel and work together in Art. For science, immersing and reflecting on our local environment, recognising the sounds, smells and noises. Also, by hypothesising about the outcomes of our investigation. Exploring religious celebrations in assemblies (Eid-al-Fitr, Vesakha Pujā, St George's Day, PACE), revisiting Diwali in reading comprehension and exploring the festival 'Vaisakhi' music appreciation.		Considering the lifestyle differences and practices between Ancient Egypt and modern day. Exploring religious celebrations in assemblies (Pentecost, PACE) and learning about Sanatana Dharma in RE. Mindfulness practice during ukulele learning in Music. Discussing and reflecting in Newsround and PSHE lessons.			
Listening and respond appropriately to the views of others Understand the principles lying behind decisions and actions Be able to take moral decisions for themselves Show respect for the environment Be able to distinguish between right and wrong and to take responsibility for one's own actions Respect honesty and fairness and to tell the truth Respect the rights and property of others and themselves Help those less fortunate or able than ourselves Treat others as they would wish to be treated themselves Value other people and their feelings and act considerately towards others Exercice self-discipline Consider consequences of actions and effect on others Develop positive attitudes Conform to rules and regulations for the good of all Consider moral dilemmas.		Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Considering which coastal defences are better suited to different areas - moral debate Exploring what is right and wrong to work out what we need to do in our school and local community to ensure everyone thrives. Considering how characters' might behave within texts. Discussing and reflecting in Newsround and PSHE lessons. Being good role models to those around us. Exploring morality through assemblies, such as Aspirations Values, leadership, celebration assembly Respectful relationships and caring friendships (PSHE & RSE curriculum).		Communicating with each other to problem solve playground issues. Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Debating whether all forces are good? Golden Book Winner Encouraging honesty, particularly through the marking station. Discussing and reflecting in Newsround and PSHE lessons. Exploring morality through assemblies, such as Remembrance Day, Learning Skills, Anti-Bullying Week, Children in Need, Climate, Change Respectful relationships and caring friendships (PSHE & RSE curriculum).		Leadership groups and classroom responsibilities. Considering the positives and negatives of living in a coastal town - should we drop litter, build too near beaches etc Discussing the ethics associated with living in the Stone Age and survival. Revisit classroom charter. Discussing and reflecting in Newsround and PSHE lessons. Exploring morality through assemblies, British Values, Safer Internet Day. Sharing the kitchen space and ingredients to create flatbreads equally.		Communicating with each other to problem solve playground issues. Discussing whether The Twits' tricks are justified to one another, and whether the trick from the other characters' is justified. Considering how tourism can impact the local area both positively and negatively. Raising money for a good cause on Poetry Day. Encouraging honesty, particularly through the marking station. Considering how to encourage more people to visit our local area and how they should look after it when they do. Exploring morality through assemblies, such as Red Nose Day, British Values, Ramadan. Sharing the kitchen space and ingredients to create flatbreads.		Being responsible for our learning and leading by example. Communicating with each other to problem solve playground issues. Leadership groups and classroom responsibilities. Considering how to care for plants and other living things. Looking after and being respectful to the environment that fieldwork is taking place in. Exploring morality through assemblies, such as Eid Al-Fitr, bullying vs. mean moments, British Values.		Sharing of resources and turn taking both within and outside of the classroom. Leadership groups and classroom responsibilities. Respecting and protecting artefacts. Considering the morality of historians for collecting Ancient Egyptian artefacts when they did not want to be 'dug up'. Valuing differences and diversity of languages, cultures and religious festivals. Discussing and reflecting in Newsround and PSHE lessons. Exploring morality through assemblies, such as leadership and helping; and celebrating our end of year achievements.	
Relate positively to others and to show sensitivity to the needs and feelings of others Participate fully and take responsibility in the classroom and in the school Use appropriate behaviour, according to situations Engage successfully in partnership with others Exercise personal responsibility and initiative Work as part of a group, team and to consider other people's point of view Interact positively with others through contacts outside school e.g. sporting activities, visits to universities, other faith organisations, etc Develop an understanding of citizenship and to experience being part of the Ocean community Realise there are things each person can do well Show politeness, cheerfulness, friendliness and actively want to do the right thing		Leadership groups and classroom responsibilities. Exploring and discussing things socially in assemblies, e.g. Aspirations Values, leadership, Harvest Festival, singing collectively and celebration assembly. Show & Tell Creating class charters and Belonging Week Collaborating and communicating to create the coastal defences within a group. By sharing and taking both within the classroom and outside. Discussing reasoning and inference style questions. Communicating socially in another language. Discussing and working with adults at home to complete home learning that links to the curriculum. Discussing and reflecting in Newsround and PSHE lessons. Evaluating artwork and DT projects.		Leadership groups and classroom responsibilities. Exploring and discussing things socially in assemblies, e.g. Anti-Bullying, PACE. Visit to the local church - behave well Engagement during the pantomime. By sharing and taking both within the classroom and outside. Sharing writing aloud. Christmas Fair Carol Singing Learning Links Communicating socially in another language. Discussing and working with adults at home to complete home learning that links to the curriculum.		Leadership groups and classroom responsibilities. Group work in class and PE. Exploring and discussing things socially in assemblies, e.g. World Book Day, Safer Internet Day, PACE, singing collectively and celebration assembly. Discussing and reflecting in Newsround and PSHE lessons.		Leadership groups and classroom responsibilities. Visitors and trips, such as Wessex Water visiting - showing respectful behaviour. Brainstorming ideas as a class to describe Mr Twit and other character's behaviours within the story. Exploring and discussing things socially in assemblies, e.g. British Values, Red Nose Day, PACE, singing collectively and celebration assembly. Evaluating artwork and DT projects. Presenting learning to others.		Communicating and providing feedback to one another (power skill) in curriculum areas such as writing, reading, computing and science. Leadership groups and classroom responsibilities. Visitors and trips, such as Wessex Water visiting. Publishing writing and sending letters to Jewel		Leadership groups and classroom responsibilities. Visitors and trips, such as BSO concert and Winchester Science Museum visit. Presenting our writing in the form of a presentation to others. Discussing and reflecting in Newsround and PSHE lessons. Evaluating artwork and DT projects. Fundraising for a good cause on World Day of Music.	

<p><b>Cultural</b></p> <p>Develop a sense of belonging to pupils' own culture and being proud of their cultural background Respond to cultural events Share different cultural experiences Respect different cultural and faith traditions Understand codes of behaviour, fitting to cultural tradition Explore other cultures and beliefs, and understand similarities and differences between faiths and cultures Develop an understanding of British cultural tradition, including all faiths Appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond Develop the ability to value and celebrate current cultural enthusiasms and media.</p>	<p>Broadening our understanding of religious festivals Belonging Week Learning about another country and language (introduction to Spanish) Celebrating other cultures - RE, PSHE Exploring other cultures through reading texts Understanding how relationships differ between cultures. Celebrating other cultures through assemblies, e.g. Aspirations Values, Roald Dahl, Harvest Festival, Black History Month, Marie Curie Recognise and show British Values</p>	<p>Broadening our understanding of religious festivals Learning about Christianity Learning about Christmas in another country (Feliz Navidad) Celebrating other cultures - food Exploring other cultures through reading texts Understanding how relationships differ between cultures. Celebrating other cultures through assemblies, e.g. Day of the Dead, Diwali, Advent &amp; Christmas</p>	<p>Broadening our understanding of religious festivals (Holi) Exploring Spanish cuisine British Values assembly Celebrating other cultures through assemblies, e.g. Chinese New Year, Shrove Tuesday Handling artefacts and being respectful (Stone Age) "Grill a Christian" visit from PACE - opportunity to ask questions on areas of interest</p>	<p>Broadening our understanding of religious festivals Exploring La Tomatina festival Celebrating other cultures, such as Sikhism. Understanding how relationships differ between cultures. Celebrating other cultures through assemblies, e.g. International Women's Day, Red Nose Day, Ramadan, William Shakespeare, Holi, Easter Keeping healthy inc. healthy eating Kitchen safety</p>	<p>Comparing how land art differs between cultures. Celebrating other cultures through assemblies, e.g. Eid al-Fitr, St George's Day. Being a global citizen linked to racism and British Values Wessex Water (safe water) Building healthy relationships Online safety - who to go to go for help How to tackle peer pressure Keeping safe in the sun Beach Safety</p>	<p>Learning about Santana Dharma Learning about the Ancient Egyptian culture Celebrating other cultures Exploring other cultures through reading texts Understanding how relationships differ between cultures. Comparing how land art differs between cultures. Celebrating other cultures through assemblies, e.g. Summer Reading Challenge, Sports Week, Olympics 2024, End of Year awards Understanding age restrictions (games and apps) Understanding consent Moving up and moving on Family stereotypes External and internal body changes Coping with change Being safe whilst on trips Online safety</p>
<p><b>Safeguarding in the curriculum</b></p>	<p>Staff who can help me Rights and Responsibilities Democracy - having a voice and participating Water and beach safety</p>	<p>Firework safety Halloween safety Anti-bullying week Managing family conflict - child-centred Bullying and how to solve it Respectful relationships and friendships Coastal safety (erosion) Safety provided by forces (e.g. brakes)</p>	<p>Safety on the coast Internet Safety Day Keeping healthy inc. healthy eating</p>	<p>Healthy choices including food choices, drug awareness and attitudes Online safety and why it's important Being a global citizen linked to racism and British Values</p>		
<p><b>Trips, Visits and Enrichment</b></p>	<p><a href="#">Cultural Capital and Employability Plan</a> (see Cultural Capital Page on website)</p>					