



STORYTELLERS



she had magnificent long hair, fine as spun gold, and when she heard the sound of the... she unfastened the... wround them round one of the hooks of...

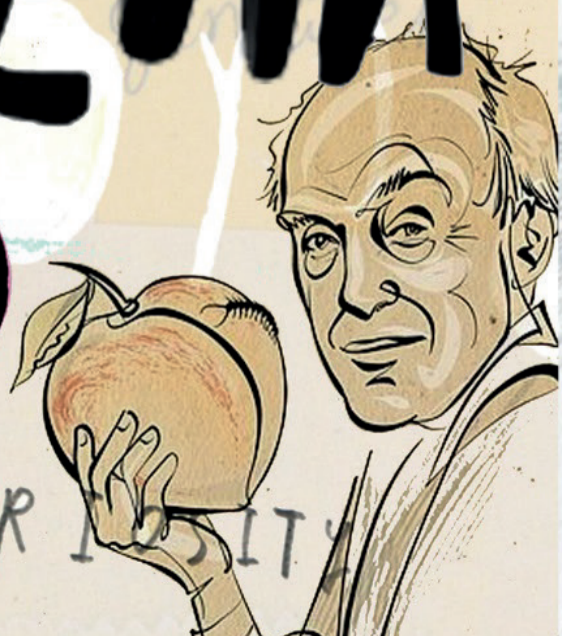


YEAR

3

CREATE

MAGIC



CURRICULUM

UNACCOMPANIED MINORS

Year 3 Storytellers

Autumn Term: Mr Twit

'A little magic can take you a long way'

Roald Dahl

Discover the power of stories and words by diving into the whoppsy-whiffling world of Roald Dahl. Meet the monstrous Mr and Mrs Twit and be utterly biffsquiggled by the ridiculous pranks and japes they play on each other. Year 3 then jump right into the Fox Family fox hole and help outwit the baddie farmers Boggis, Bunce and Bean. How gloryumptious! We enjoy becoming independent readers whilst also writing our own stories using Dahl as our inspiration. The stories of Romans, Celts and brave Boudicca, and then the ancient city of Pompeii reveal the power of stories, eye-witness accounts and diaries, through history and in our everyday lives.

Spring Term: Dragons

'There may yet come a time when the dragons will come back.'

Cressida Cowell

Narrative poems and more story telling leads the way in the Spring Term as year 3 kick off the new year with Julia Donaldson's adventurous 'Highway Rat' and oodles of other favourite poems. Stories often contain weird and magical creatures and maybe none more so than the fire-breathing, knight-fighting, princess – stealing dragon. Often a feature of myths, legends, fairy tales and adventure stories, when it comes to books, dragons just get everywhere! Sometimes they are fierce and frightening, sometimes friendly and fearful and this term year 3 spend a bit of time getting to know dragons really well. We start with Toothless and the Children's Laureate Cressida Cowell in 'How to train your Dragon' before we go deeper into the mountain of dragon stories and into their lair (Make sure you don't look behind you!) The Vikings also loom large as pupils discover the island of Lewis and the tales of dangerous and daring raids across the sea. The stories of Norse mythology are also shared, as pupils discover sagas and write their own.

Summer Term: Whitby

'You are who you choose to be'

Ted Hughes

Pssssst! Year 3 begin their last term at St. Mary's Church in Whitby, as we unravel the gothic tale of vampires, haunted castles, starless nights and dark graveyards the story of Dracula. Pupils then write their own spooky stories from different points of view, to practise building tension in a mysterious tale. Before sharing these frightening fictions with the rest of the class in a spooky, scary reading. Eek! Without pausing for breath, we are off on an adventure! Pupils storm East Yorkshire's coast, with a trip to the seaside and the coastal town of Whitby. They chart the sailings of Yorkshireman Captain Cook, botanist, cartographer and voyager to Australia and Hawaii. Was he an invader or settler, marauder or observer? Will the real James Cook, please stand up, please stand up! We complete our story of the year with Ted Hughes's 'The Iron Man', a wonderful modern day fairy tale, with giants from outer space, friendships and of course there has to be a dragon.



Autumn 1

Autumn 2

English

'A little magic can take you a long way'
Mr Twit

Discover the power of stories and words by diving into the whoppsy-whiffling world of Roald Dahl. Meet the monstrous Mr and Mrs Twit and be utterly biffsquiggled by the ridiculous pranks and japes they play on each other. Then jump right into the Fox Family fox hole and help outwit the baddie farmers Boggis, Bunce and Bean. How gloryumptious! Pupils further their love of reading by becoming increasingly independent and responding to texts on a range of levels, demonstrating a growing range of literacy skills. Other key storytellers can be introduced at this point depending on the interests of the class and the teacher. Let's just enjoy a wide array of books!

By using some of the same ingredients that we have enjoyed in a range of books, we then start writing our own stories. Pupils experiment with the traditional story structure of beginning, middle, end, developing characters, writing descriptions of places and people. Using Dahl and his stories, as our own inspiration, we look more closely at his use of language and the array of words he just made up! We also look for stories around us – in our families, our friends, our own experiences. Stories can be everywhere and anywhere. Finally, we explore his poems, versions of much-loved fairy tales, in the form of 'Revolting Rhymes'. Pupils choose their own well-known story to tell with a twist. And we even try to make up our own gobble funk!

Reading Further: With the focus on stories, we recognise the importance of pupils seeing themselves and their communities reflected in stories they read and tell. Serena Mistry's Anisha is an inspirational female character who is grounded in family and community. Her love for science gives her the perfect skills to solve a kidnapping and teaches us the importance of kindness and forgiveness over punishment and ego.

Read: The Twits, Fantastic Mr Fox, Revolting Rhymes, Anisha the Accidental Detective by Serena Mistry

Write their own story using heroes, villains, plot structure; rewrite a well-known story with a twist.

Extended writing narrative.

Maths

"Mathematicians stand on each other's shoulders." Carl Friedrich Gauss

In this next chapter in our mathematical story, our pupils continue to take a collaborative and explorative approach, building on much of the learning from year 2.

The first half term recaps much of year two, with a real emphasis on ease of mental calculation, followed by a real emphasis on place value and rounding. Roman numerals are also introduced for the first time.

Number sense and exploring calculation strategies

- Read, write, order and compare numbers to 100
- Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference
- Derive new facts from a known fact

Place Value

- Read, write, represent, partition, order and compare 3-digit numbers
- Find 10 and 100 more or less
- Round to the nearest multiple of 10 and 100

Graphs

- Collect, interpret and present data using charts and tables
- Roman Numerals

Introduce concept of Roman Numerals.

- At the end of the half term, pupils have explored a range of strategies to help calculate mentally, ready to do further work on formal "column strategies" next half term.

This half term allows pupils to take the work from last half term further, formalising it. Pupils then apply these skills in context to do calculations with 2D shapes.

Addition & Subtraction

- Develop and use a range of mental calculation strategies
- Illustrate and explain formal written methods – column method

Length & Perimeter

- Measure, draw and compare lengths
- Add and subtract lengths
- Calculate perimeter
- By the end of this term, pupils have reviewed, consolidated and extended their understanding of mental and formal addition and subtraction, ready to do the same with multiplication and division next term.





Autumn

'Geologists have a saying - rocks remember.'

Neil Armstrong

Rocks, fossils and soils: What does story does the earth tell me?

Geology rocks and this term, year three explore the world of rocks, fossils and soils and wonder about they tell the story of the past. They identify rocks based on their observable features and then conduct experiments to test the hardness, permeability and origins of each one. Pupils understand the formation of metamorphic, sedimentary and igneous rocks, identifying their uses. After handling fossils and creating lines of enquiry, pupils understand and describe the process of fossilisation. Throughout this unit, pupils consider how to present information to an audience by creating a museum exhibition on geology. Pupils focus on scientific skills such as testing, measuring and predicting.

Pupils will:

Read: The Street Beneath My Feet by Charlotte Guillian.

Create journals of their observations and findings of investigations.

Science



'Veni, vidi, vici'

Julius Caesar

The Story of the Romans

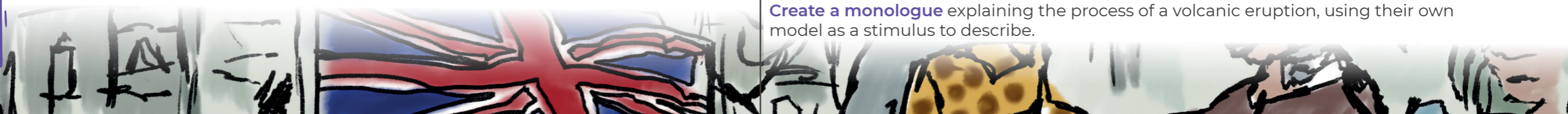
They came, they saw, they conquered. A visit to Murton Park in York kicks off year 3, as pupils tell the story of a day in the life of a Roman settler. They learn about the Roman invasion of Britain in 43AD by investigating artefacts such as Roman coins - denarius, broaches and arrow heads. Pupils create and peruse lines of enquiry which draw upon why a country would invade another land and what the lasting impact is on trade, towns and technology. Pupils explore how the Roman Army become so dominant by learning about its organisation and the lifelong commitment of a soldier. They enjoy a range of different stories narrating the battles between the Celts, brave Boudicca and the all-conquering Roman Army.

Pupils will:

Read: Boudicca's Army by Hilary McKay.

Create a museum exhibition for an audience to visit. Children write **information texts** that inform an audience to go along side various artifacts.

Humanities



'The World is a dangerous place to live'

Albert Einstein

Volcanoes

Discovering the story of Pompeii, pupils find stories about Roman life in the preserved ruins of the ancient city. They explore similarities in modern culture to that of Ancient Rome relating to entertainment, engineering and religion. Pupils retell the events of the day Mt. Vesuvius erupted by reading the only recorded eye witness' account by a young teenager called Pliny. Building on their knowledge of the story of Pompeii, children seek evidence of Roman life in the preserved ruins of the ancient city exploring the reasons why Pompeii was preserved so well. Moving beyond Vesuvius to other volcanoes around the world, pupils investigate further reflecting on humanity's relationship with these volatile neighbours. Why do people choose to live near them? How are volcanoes formed? What does a volcano look like on the inside? How do eruptions happen?

Pupils will:

Read: Escape from Pompeii by Christian Balit

Write first-person narratives (letters diaries, speeches) of the day and aftermath of the destruction of Pompeii, linking to humanities and science.

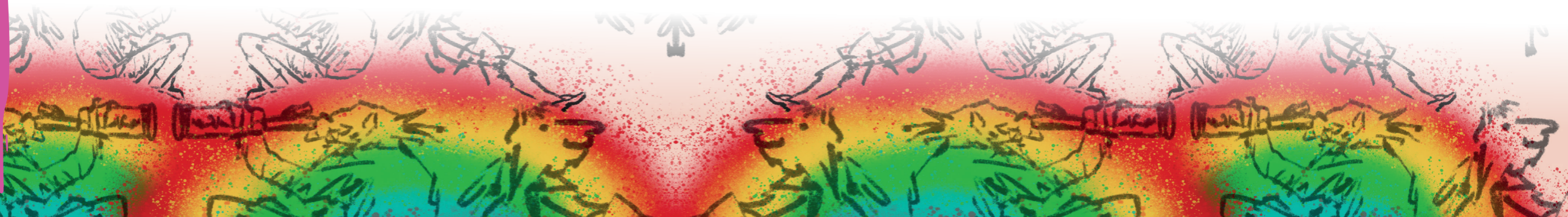
Create a monologue explaining the process of a volcanic eruption, using their own model as a stimulus to describe.



Autumn

Art & Design

Get out your camera and tell the story of nature, using photography to make mixed media pieces. We use mark making to create animals on a massive scale and still on the theme of thinking big stories, we head up, up and away with the kite festival, our very own inhouse art installation. With our heads in the clouds, we create a collaborative class narrative 'How to deal with flying tigers?' set in a shared fantasy landscape. Then inspired by the African Siby tribe, we build our own village of dwellings and decorate and tell stories in them and then we wait for the rain to come, so we can begin again. Our own art narrative ends when inspired by our trip, we create our own currency and objects of art, telling the story of where we have been.



'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.'

Nelson Mandela

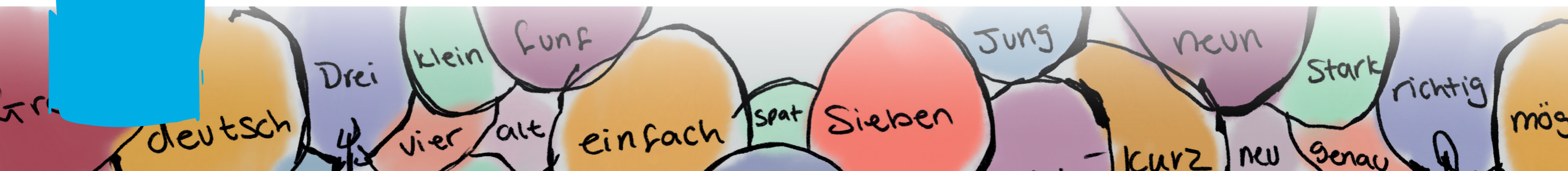
MFL

¡Bienvenidos! Willkommen! In the UK, it is often overlooked that over half of the world's population is bilingual. We want to challenge this, ensuring that all of our pupils become confident communicators with a love of languages. Pupils study both Spanish and German throughout their time at Primary school, starting with weekly, specialist MFL lessons from Year 3. Our vision is clear - we want our pupils to take delight in being able to communicate in different languages and be knowledgeable about the world, its people and cultures.

So, how do we teach?

Pupils:

- develop excellent phonics knowledge through repetition, rhyme, tongue-twisters and songs
- understand and apply vocabulary from a range of word classes through language games and authentic materials (e.g. songs, stories and media)
- enjoy the culture of Spanish and German speaking countries through food tasting, cooking, festivals, music and sport
- communicate in a variety of ways: poems, songs, puppet shows, role-plays and age-related writing





Autumn

'He's the King. He's the Lord of the whole world'

CS Lewis

During this term, pupils look at faith through stories. We begin with Christianity, painting a picture of Palestine in first century BC before looking closely at New Testament stories of Jesus' family and the significance of the temple in Jerusalem in 1st century Judaism. We look at the story of Mary, Joseph and the Angel, thinking about the significance of this story to Christians. We think about how this story has been shown in drama, art and music. This includes looking at different depictions of Jesus by different cultures eg Ethiopian, Nigerian, Chinese and Indian.

RE



"I start early and I stay late, day after day, year after year. It took me 17 years and 114 days to become an overnight success."

Messi

Year three begin their PE story with invasion games learning the basic skills of dribbling, passing, shooting and defending in a range of sports including netball, hockey and football. They learn the rules and how to self referee as well as how to score. Turning the page to gymnastics, pupils continue to use different apparatus safely, jumping (pike, straddle, tuck), create routines and team sequences and balance and travel in pairs.

PE





Spring 1

'Teach your children poetry, it opens the mind'
Walter Scott

Stories in Rhyme: Our storytelling turns a new page this term with the introduction of narrative poems and poems in general. Pupils begin their study with Donaldson's 'The Highway Rat' and Noyes' 'The Highwayman' and look again at plot, character, setting but also rhyme and rhythm. How does the poetry add to the story telling? Other key poets, such as Bloom and Coelho, and wonderful poems can be introduced at this point as pupils explore the world of poetry. These poets reflect diverse voices. By using dialect and rhyme, they inspire pupils to venture outside of themselves. Poetry jumps off the page and challenges us to read aloud or perform it for eager audiences.

So, building on their poetry performances in year two, pupils learn and recite a poem of their choice and performing it in front of an audience of their peers in our very own poetry jam!

Read: Donaldson's 'The Highway Rat'; Noyes' 'The Highwayman'; a range of selected poetry; Coelho: Zombierella
Bloom: A twist in the Tale, Jaws and Claws and Things with Wings, Hot Like Fire, The World is Sweet, Let Me Touch the Sky.

English

Spring 2

'There may yet come a time when the dragons will come back.'
Cressida Cowell

Stories of Dragons: Stories often contain weird and magical creatures and maybe none more so than the fire-breathing, knight-fighting, princess – stealing dragon. Often a feature of myths, legends, fairy tales and adventure stories, when it comes to books, dragons just get everywhere! Sometimes they are fierce and frightening, sometimes friendly and fearful and this term pupils spend a bit of time getting to know some of them really well. We start with Toothless and the Children's Laureate Cressida Cowell in 'How to train your Dragon' before we go deeper into the mountain of dragon stories and into their lair (Make sure you don't look behind you!)

Read: How to train your Dragon by Cressida Cowell; The Boy who Grew Dragons by Andy Shepherd; a range of dragon stories;

"Time is the most valuable thing a man can spend"- Theophrastus.

This term is all about multiplication and division and how they lead into parts of whole amounts. The pupils deepen their understanding of properties of multiplication, before moving

Multiplication & Division

- Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10
- Multiplicative structures: equal groups/parts, change and comparison, correspondence problems
- Relationships: commutativity and inverse

Deriving multiplication & Division facts

- Multiply and divide by 10 and 100
- Multiply a 2-digit number by 2, 3, 4, 5 and corresponding division situations
- Divide 2-digit by a 1-digit

Time

- Tell, record, write and order the time analogue and digital
- 12-hour, a.m., p.m.
- Measure, calculate and compare durations

By the end of the half term, pupils are then ready to apply this to a further exploration of fractions.

Maths

Having established strong understanding of multiplication and division in most of their times tables, pupils explore how these groupings lead into fractions. Pupils also aim to become much more fluent in their use of time, converting between 12 and 24 hour and doing more complex calculations of durations.

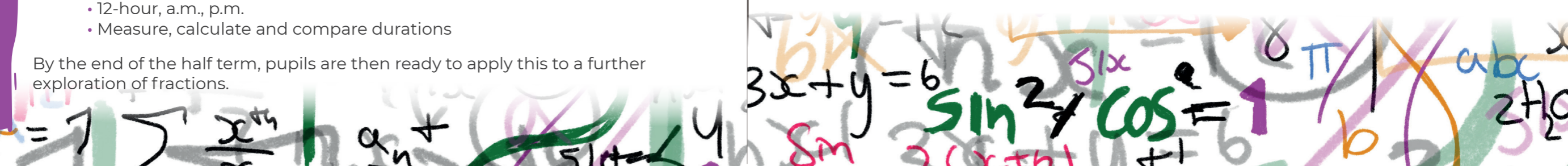
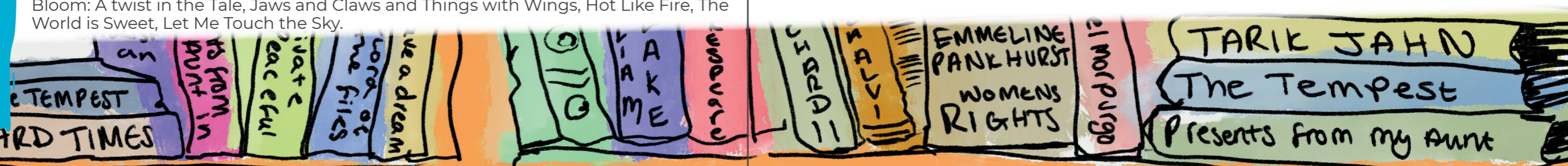
Time

- Tell, record, write and order the time analogue and digital
- 12-hour, a.m., p.m.
- Measure, calculate and compare durations

Fractions

- Part-whole relationships
- Fractions as part of a whole or a whole set and as a number
- Add, subtract, compare and order fractions

By the end of the term, pupils have mastered significant amount of the times table work they are required to know, developed their understanding of fractions, including how to calculate with them, as well as become significantly more fluent with their work on time.





Spring

'Let Food by thy Medicine' Hippocrates

You are what you eat: Animals and Humans

You are what you eat – as the saying goes. So, what's the story about your diet? A trip to Eureka inspires an appetite for this topic. Pupils learn the need for animals and humans to consume a balanced diet, understanding the role of nutrients, carbohydrates, fats and protein. What is a healthy diet? What do we need from the food we eat? And how can we eat in a way that is kind to animals and good for the planet? We also spend time in year three locating our backbone and the skeleton – 'the toe bones connected to the foot bone'. We explore the role of skeletons in different animals: how it supports the body, protects vital organs and enables movement. Pupils also learn the differences between vertebrates and invertebrates – give yourself a pat on the back!

Science



'Nothing good comes from letting your worries stand in your way' Harald Hardrade

The Vikings: What is the story of the Lewis chesspiece?

Big beards, big boats, big shields are all forgotten when pupils begin this unit by focusing on a chess piece. Pupils use the artefact to find out more about the Viking invasion of Lewis. They experience first-hand accounts of the invasion from different sources including sculptures and manuscripts. We hear stories about the increasingly daring and dangerous raids across the east coast of Britain and are able to derive answers to the following questions: Who were The Vikings? Where were The Vikings from? What made them successful?

Pupils begin this unit with a trip to York to visit the Jorvik centre and to hunt for evidence of Viking settlement in the form of street names and buildings. They follow lines of enquiry as to how the Vikings were able to travel so far, so long ago & how they were able to dominate the natives of Britain at the time. How did the Viking life, travel and trade? We learn the stories of the Viking Longboat, weaponry, solar stones & longhouses.

Read: Viking Longship by Mick Manning

Recount their trip to York, giving reasons as to why they believe Vikings once lived there.

Write non-chronological reports to inform readers of the detail and features of Viking Longships, Viking weaponry & solar stones.

'Wisdom is welcome wherever it comes from' Bandamanna Saga

The Vikings: What is the story of Yggdrasil?

Pupils explore the stories of The Vikings: the gods and goddesses, the Viking creation myth, the Norse nine worlds and Tree of Life. Pupils learn that these stories are also called sagas by the Vikings and understand how their oral retelling through hundreds of years doesn't make them fact. We think about our own stories and how we can tell them to our families and friends. Pupils understand key features of the Viking myths and sagas, including key language, character & setting description and layout in order to retell them.

Read: The Vikings: Raiders, Traders & Adventurers by Marcia Williams.

Write a short story retelling their favourite Viking saga.

Humanities



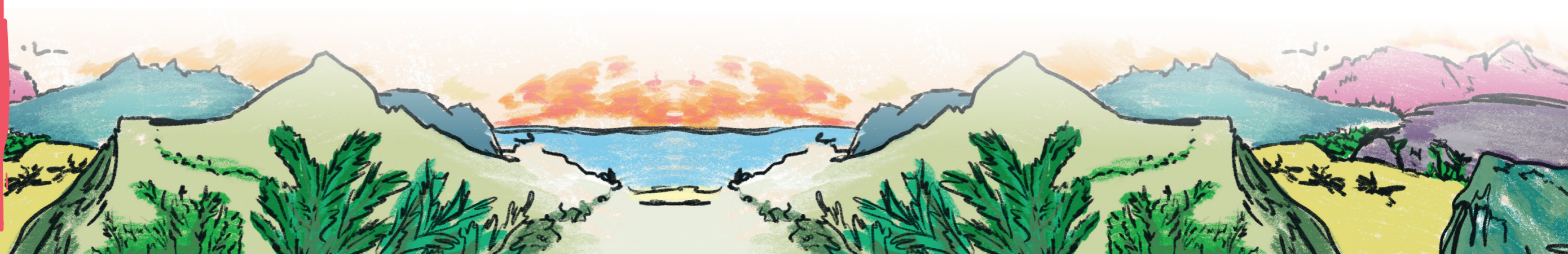


Spring

'It Came Upon a Midnight Clear...' Sears

Our exploration of faith through stories continues with the stories of the birth of Jesus, the nativity, the shepherds and the Wise Men (the Epiphany). Pupils consider why these stories are important to Christians and how Christians, of different denominations - Anglican, Baptist, show their importance in drama, art and music.

RE



'You can always become better' Tiger Woods

The spring term sees a new chapter with pupils experiencing different inclusion sports such as new age curling, boccia and goalball. We practise the skills then learn how to play and score a game. Net and Wall games come next with more tracking, striking and footwork skills when we have a go at short tennis and dodgeball.

PE





Summer 1

'I was working in the lab late one night'
Monster Mash

Mystery Stories: Stories of Monsters and Moonlight

Psssst! Don't look back Inspired by the tombs at St. Mary's Church in Whitby, pupils unravel the gothic tale of vampires, haunted castles, starless nights and dark graveyards the story of Dracula. Using the story, pupils identify and explore different ways of building tension and how to best terrify your readers. Pupils then write their own spooky stories from different points of view, to practise building tension in a mysterious tale. Before sharing these frightening fictions with the rest of the class in a spooky, scary reading. Eek!

(I'm not scared really).

Read: Dracula – Kid Classics: The classic reimagined just for kids! by Bram Stoker.

Write: a variety of character feelings and setting description pieces located around the graveyard and Whitby Abbey.

Summer 2

You are who you choose to be'
The Iron Man

Adventure stories: Stories of Do or Die

Hold on to your hats, we are off on an adventure! We complete our story of the year with an exciting tale of a lifetime through thrills, spills and nailbiting cliff-hangers. We begin with local poet Ted Hughes's 'The Iron Man', a wonderful modern day fairy tale, with giants from outer space, friendships and of course there has to be a dragon. Other favourite adventure tales can be introduced at this point for example meet Chaya, a jewel thief and Raziz, a fisher boy . They both take us on daring escapades through dangerous landscapes where they are helped by nature's astounding creatures and the comradery of their friends..... before pupils have a go at writing their own roller coaster of a story.

Read: The Iron Man by Ted Hughes; The Girl who Stole an Elephant / The Boy who met a Whale by Nizara Farook

Write: an adventure story

English



"Look at situations from all angles, and you will become more open."
Dalai Lama

After having spent the first two terms on the four operations and how to use them to interpret parts of whole amounts, pupils branch out into other areas of mathematics to consolidate these skills in context. Building on work in year 2, they work on direction (parallel/perpendicular) and use these additional skills to help them classify shapes. Their improved calculation skills are put to the test with measures of mass and capacity.

Angles & Shape

- Identify angles including right angles and recognise as a quarter of a turn
- Identify and draw parallel and perpendicular lines
- Draw/make, classify and compare 2-D and 3-D shapes
- Measure the perimeter

Measures

- Read scales with different intervals when measuring mass and volume
- Weigh and compare masses and capacities with mixed units
- Estimate mass and capacity

By the end of the half term, pupils will have aquired a range of new knowledge of shape and measure, while continuing to refine their number skills.

Maths

The last half term consolidates more of the work from previous terms by ensuring full understanding of times tables and taking place value beyond 1000.

Securing Multiplication and division

- Recall and use multiplication and division facts for 6 and 8 times table

Exploring calculation strategies and place value

- Add and subtract mentally
- Find 10, 100 and 1000 more or less
- Order and compare beyond 1000
- Round numbers

By the end of the year, the pupils' mathematical storybook has been significantly deepened with a wealth of skills with times tables, calculation strategies and applications to other parts of mathematics.





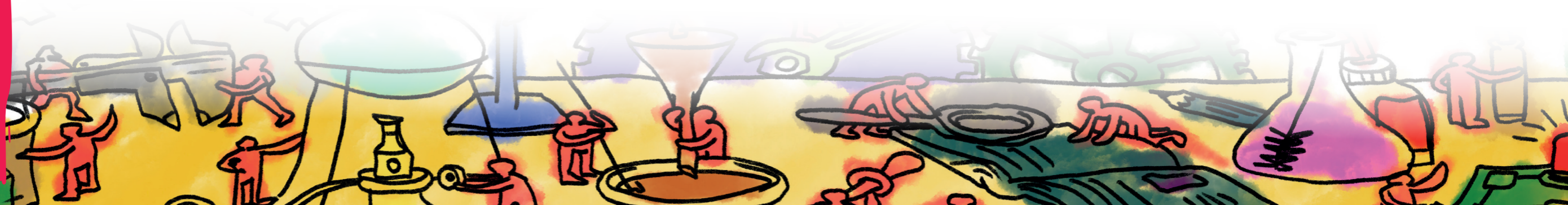
Summer

**'Every single living thing is food to at least one living thing'.
Mokokoma Mokhonoana**

Science

We all Fly as One: Animals and Humans – the Sequel

Pupils learn about the process of how animals and humans use energy including the relationships between a source, producer & consumer. They understand how populations of an animals impacts other animals within the food chain and consolidate this knowledge by studying the Eurasian Starling including: links to Shakespeare; invasive impact on native species; their food web and Starling murmuration. Pupil also explore the impact the grey squirrel has had on the red squirrel in local environments.



Humanities

**'In the town where I was born Lived a man who sailed to sea'
Lennon & McCartney**

Whitby: Why do people visit and settle there today?

Pupils begin this half term with a daytrip to Whitby to discover what modern day life on the East Coast is like and why people may settle there today. On their trip they discover Whitby Abbey, Whitby beach, the breakwater, the harbour, Captain Cook's statue, local food and the various shops and streets in which they sit. Pupils distinguish between physical and human geography and understand how waves and erosion impact of the coastline and expose new fossils. They consider how human geography has been used to preserve physical geography by learning about the breakwater in further detail. Pupils use compass points to retrace their steps and locate the features of Whitby on a local map.

Read: Amazing Tales of the World's Greatest Adventurer's by Nellie Huang
Write: create a **tourist map** for future visitors of Whitby which explains key landmarks, local amenities and tourist help such as walking time and directions.

**'Do just once, what others say you can't do'
Captain Cook**

Captain Cook: Great Explorer or Violent Invader?

Building on their knowledge of invaders through history, pupils storm East Yorkshire's coast, exploring waves, erosion and physical and human geographical features such as Runswick Bay, Whitby Breakwater, and the coastal town of Whitby. Pupils chart the sailings of Yorkshireman Captain Cook, botanist, cartographer and voyager to Australia and Hawaii. Was he an invader or settler, marauder or observer? Will the real James Cook, please stand up, please stand up!
Pupils learn about the life of Captain James Cook from cartographer, captain and voyager to his impact in the places he voyaged to, including his death in Hawaii. Through this unit, pupils retrace the steps of his three voyages and consider what his arrivals were like for the native people as well as Captain Cook himself. Pupils begin to form opinions around whether they believe he was a great explorer or violent invader. Pupils learn about persuasive devices and debate their opinions between each other.

Read: The Lost Book of Adventure by the Unknown Adventurer, Journey to the Last River by the Unknown Adventurer
Write: **newspaper articles with differing views** which report the death of Captain James Cook.



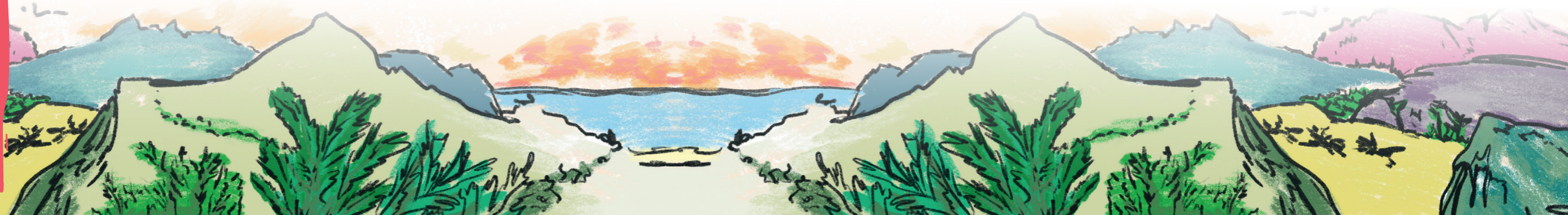


Summer

'Stories of Faith'

This term pupils explore stories in Judaism from Abraham to Jacob. They read the tales of Abraham, Sarah, Isaac and Rebekah and learn about the Promised Land. They learn about Moses, Passover, the Exodus, Mount Sinai and the Ten Commandments. We think about how stories from the Hebrew Bible have shaped Judaism and how the ancient communities in the Middle East build their value, traditions and share their culture and beliefs.

RE



'Kill them with success and bury them with a smile'

Usain Bolt

Summer is upon us and so is the cricket season as we play small-sided games and learn the essential skills of fielding, bowling and batting. We also have a spin around the cycle track and practise balance, speed and cornering. In the run up to sports day, we have a go at athletics with relays, sprints and long distance to name but a few. We also try our hand at egg and spoon races and javelin and shot putt.

PE

