



## ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2021/2022

### YEAR THREE

MICHAELMAS TERM	LENT TERM	TRINITY TERM
<b>ENGLISH</b>		
<p><b>Instructions:</b> Explore various instructional texts and write one using bossy verbs and present tense.</p> <p><b>Myths:</b> Become familiar with a range of Greek Myths. Identify the structure of the stories (using a story map). Explore using similes and 'sentences of three' to create interesting sentences.</p> <p><b>Imagery Poems:</b> Explore Bug Chant and how to use this structure to create an original poem.</p> <p><b>Stories by the same author:</b> Investigate stories by the same author (Nigel Gray) including 'I'll Take You to Mrs Cole!' Practise compound and complex sentences. Practise Conjunctions, adverbs and preposition to express time and cause</p> <p><b>Non-chronological Reports:</b> Identify the features of information texts. Research facts about a topic.</p> <p><b>Shape Poems:</b> Explore playing with form. Look at a range of shape poems and the effect they have. Choose our own style to create a shape poem.</p> <p><b>Letters:</b> Children will write a letter to Joseph &amp; Mary about their experience.</p>	<p><b>Classic Fiction:</b> Read Fantastic Mr Fox by Roald Dahl. Explore characters and description through role play &amp; hot seating. Identify powerful verbs, verb tenses, use of 1st &amp; 3rd person and paragraphs. Revise verb tenses and learn about prepositions. Focus on direct speech &amp; use the features.</p> <p><b>Instructions &amp; Explanations:</b> To look at the features of explanation texts and write our own.</p> <p><b>Performance poetry:</b> Listen to and perform a range of poems by various poets. Look at what makes a good performance. Write our own.</p> <p><b>Diaries &amp; Recounts:</b> We will look at diaries including Diary of a Killer Cat, identify the features, identify complex sentences then write our own.</p> <p><b>Plays and Dialogues:</b> Read and perform some examples. Identify the features of play scripts. Create characters using description, stage directions and dialogue and record using Puppet Pals on iPads.</p> <p><b>Classic Poems:</b> Read a selection of traditional poems including those in 'A Child's Garden of Verses' by Robert Louis Stevenson.</p>	<p><b>Stories from other cultures:</b> Compare and contrast the stories of Baba Yaga, Rama and Sita and some legends from Benin. Focus on the structure of a story through drama and then write our own.</p> <p><b>Persuasive Writing – Advertising:</b> Children explore and discuss adverts in magazines and on TV. They find key features of persuasive writing and use these to create an advert for their own gadget.</p> <p><b>Animal Poems:</b> Read through of examples of poems with an animal theme. Explore feelings, emotions and use of humour.</p> <p><b>Stories on a Theme – Emotions:</b> Using the book 'King of the Sky' by Nicola Davies we explore the theme of migration and moving home and the emotions involved in big changes.</p> <p><b>Festival Poems:</b> Using International Day as our inspiration we will write poems to celebrate different cultures from around the world. Explore using interesting vocabulary for description and effect.</p> <p><b>Information Texts:</b> We will read parts of 'The World's Laziest Duck &amp; other Amazing Records' by Quentin Blake then invent our own creative records to make a class record book.</p>
<b>MATHEMATICS</b>		
<p>Number and place values</p> <p>Addition and subtraction of numbers to 100</p> <p>Money-converting pounds and pence</p> <p>Fractions-whole, parts and quarters</p> <p>Describe and classify 2D and 3D shapes</p> <p>Multiplication and division-counting in twos, threes, fours and fives</p> <p>Statistics-Pictograms and bar charts</p> <p>Telling time-24hours clock</p>	<p>Number and place value, Mental addition and subtraction, Written addition and subtraction,</p> <p>Mental multiplication and division, Written multiplication and division, Statistics, Problem solving, reasoning and algebra,</p> <p>Measurement: perimeter and length</p> <p>Elapsed time and time intervals</p> <p>Adding and subtracting fractions</p>	<p>Mental addition of 3-, 2- and 1-digit numbers; column addition; subtraction by counting up; addition and subtraction strategies</p> <p>Multiplication by 2, 3, 4, 5 and 8; different multiplication methods; mental multiplication and division</p> <p>Problem solving</p> <p>Measurement -capacity</p> <p>Geometry – properties of shape</p> <p>Fractions - including equivalent fractions</p>
<b>COMPUTING</b>		
<p>Altering text</p> <p>Copying and pasting text and images</p> <p>Combining text with images</p> <p>Designing a menu</p> <p>Coding</p>	<p>Saving and Retrieving Information</p> <p>Searching for Information,</p> <p>Creating a Database,</p> <p>Creating an Information Sheet</p> <p>Coding</p>	<p>Cropping images to shapes</p> <p>Aligning images</p> <p>Gathering information using key words</p> <p>Coding</p>



HUMANITIES		
<p><b>Ancient Greece (History)</b>            Who were the ancient Greeks and what were their lives like?            Know the structure of the Greek empire and compare it to the Oyo empire            What aspects of life of the Greeks can we observe among the Yorubas in the Oyo empire?            What were some significant moments in Greek history?            Know how the Greeks have contributed to modern society.</p> <p><b>Extreme Earth (Geography)</b>            What are natural disasters?            What are earthquakes and volcanoes?            What are tsunamis and tornadoes?            How are they formed?            Natural disasters in Nigeria: Landslides, floods and erosion.            Effects of natural disasters. How to protect yourself</p>	<p><b>Significant Women in History (History)</b>            Who was Funmi Kuti? Why is she still remembered today?            Explore the lives of other significant women. Why were they significant?            Similarities and differences between the lives and achievements of Funmi Kuti and other significant women from around the world.            What were the barriers for women throughout history? Are they still around today?</p> <p><b>Mountains (Geography)</b>            Understand basic information about the earth e.g. hemispheres            Understand how earth is changing            Understand how we can stop/prevent /reduce impact of these changes            Understand the earth's landforms            Understand maps and how they are used.</p>	<p><b>Kingdom of Benin (History)</b>            Why do people have to move away from where they were born?            Where did the people of Benin settle?            When and how did the Benin people live?            Compare life between the Benin Empire and the Vikings.            What evidence of Benin life is left today? e.g. artefacts            What can we learn about the everyday life of the Benin people?</p> <p><b>Around Europe &amp; Nigeria (Geography)</b>            Understand the globe is split into different climate zones.            Research similarities and differences between a European country and Nigeria            Understand similarities and differences between European countries.</p>
DRAMA		
<p>Modulation and Characterisation            Developing confidence in group setting            Stage Etiquette            Building team-work            Developing simple plays performing a Nigerian theme</p>	<p>Performing Lent Term Production            Improving concentration and teamwork            Communicating using mime and expressive movements.            Making a simple speech</p>	<p>Improving improvisational skills            Participating actively in collaborative activities            Gaining and maintaining confidence in speaking            Improving voice projection            Developing stories through imagination</p>
MUSIC		
<p>Music letters            Lines and spaces            Staff / Stave            Note values / Rests / dotted notes            Grouping of notes            Time signatures</p>	<p>Use voice expressively and creatively            Listening with attention to detail recall sounds with increasing aural memory            Rhythm            Production songs</p>	<p>Musical instruments            List of musical instruments            Families of strings, woodwind, brass, percussion,            Orchestra,            Facts about orchestra</p>
FRENCH		
<p>"I am speaking in French"  <ul style="list-style-type: none"> <li>• Revisions: to greet someone, how to introduce yourself (name, age, nationality, languages spoken, like and dislikes about food / animals / subjects/ playground activities), the belongings, the days, the colors and class items</li> <li>• To understand simple instructions</li> <li>• To simply describe and introduce family and pet</li> </ul> </p>	<p>"I am speaking in French"  <ul style="list-style-type: none"> <li>• To ask and say what I want to eat for breakfast, lunch and diner</li> <li>• To ask and answer with manners</li> <li>• To give orders</li> <li>• To say the different meals and the moment of the day</li> <li>• The conjugation of the verb to want</li> </ul> </p>	<p>"I am making progress in French"  <ul style="list-style-type: none"> <li>• To ask and say what I do after school (home activities and sports)</li> <li>• To describe the house</li> <li>• To say what I do in which room after school</li> <li>• To count up to 60</li> </ul> </p>



		• The conjugation of the verb to do
<b>PSCHE</b>		
<p><b>Be FRIENDLY, Be WISE</b> The importance of friends Falling out with a friend Managing anger.</p> <p><b>WE'RE ALL STARS!</b> Devising a class charter Gifts and talents Exploring feelings Working cooperatively</p>	<p><b>LIVING LONG, LIVING STRONG</b> Differences: male and female, Personal space &amp; Family differences, Feeling helping.</p> <p><b>DARING TO BE DIFFERENT</b> Similarities and differences, Feeling good about yourself, Surprises, Hopeful and disappointed.</p>	<p><b>DEAR DIARY</b> Knowing where to go for help Taking responsibility &amp; making wise choices Managing uncomfortable feelings, thoughts and behaviour JOINING IN JOINING UP Jobs at home and in school, having a say in a school community Representation- local council; Voting and debating.</p>
<b>LIBRARY</b>		
<p><b>ORIENTATION</b> Library citizenship Parts of a book (use of indexes) Call number Location of sources Caldecott award books Book handling and care skills Familiarizing children with newly acquired books (reading)</p>	<p><b>INFORMATION ACCESS POINTS</b> Parts of a book Fiction and Nonfiction books The card catalogue, reading the card/online catalogue Using the card/online catalogue, information usage. Familiarity with new books (reading)</p>	<p>Award winning books Introduction to award winning books Qualities of an award-winning book (2) Award winning books in the library Who wants to win a book award? Familiarity with books in the library Genre (biography- tall tales in collaboration with class work) Self-selection of appropriate materials Book selection and care skills Authors and illustrators Basic elements of research- "Question-plan-Gather"</p>
<b>SCIENCE</b>		
<p><b>Keeping Healthy</b> Healthy and balanced diet Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Skeletal system (Bones and muscles) Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Earth, Rock and soils</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Soils—soil is made from rocks Weathering of rocks: how soil is formed Recognise that soils are made from rocks and organic matter.</p>	<p><b>Growing Plants</b> Parts of a plant -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers What do plants need to grow well? -explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants</p> <p><b>MAGNETS</b> Properties of metals, Sorting materials (metal and non-metals) , What are magnets, Magnetic circus, magnetic poles</p>	<p><b>Light and Shadows</b> Light reflection How shadows are formed Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p><b>Revision</b> <b>Forces and motion</b> what are forces Different types of forces.</p>
<b>PE</b>		
<p><b>GYMNASTIC ACTIVITIES</b> Body shapes Balancing Methods of traveling Sequence on apparatus Developing sequence further</p>	<p><b>ATHLETICS ACTIVITIES</b> Throwing Throwing practice Running Jumping</p>	<p><b>NET/WALL GAMES</b> Throwing and catching Racket skills King of the court Playing tennis game</p>



<p><b>INVASION GAMES</b> Handball skills Passing and receiving Passing and shooting Attacking skills Handball game</p>	<p><b>STRIKING AND FIELDING GAME</b> Catching skills Throwing accurately Fielding skills Batting skills Playing games</p>	<p><b>INVASION GAMES</b> Throwing and catching Improving accuracy Invaders Moving with the ball Team games</p>
<b>ART</b>		
<p>How artists can influence the way we look at the world. How to paint portraits of someone significant to us. Exploring and developing ideas. Observing and recording. Evaluating own work.</p> <p>Collaborative group portrait poster. Line drawing/Outline portrait. Learning about colours. Colours and Values. About different materials and techniques to represent volcano. Investigating and making 3D forms. Paper Trees Thanksgiving. Marbled Paper.</p>	<p>Investigating and exploring. Exploring and developing ideas. Collage making. Experimenting with 3D forms. Colours and Values, Tints and Shades. Landscape Painting.</p> <p>Investigating natural forms. Observing and recording from natural forms. Designing and making fabric collage. Evaluation</p>	<p>Exploring 3D forms. Investigating and making. Develop drawing and observation skills. Using sketchbooks to record ideas. Exploring painting and silhouette work. Exploring Greek Art.</p> <p>Exploring shape and pattern in buildings. Printmaking. Investigating and making. Exploring and investigating arts from UK region/European region/ Nigerian region.</p>
<b>RE</b>		
<p><b>WHAT IS IMPORTANT TO ME?</b> The physical and non- physical aspect of my identity. The story of Adam and Eve What can influence behaviour? What is a community? Jesus' Teaching Yom Kippur The Christmas Story</p>	<p><b>WHAT CAN WE LEARN FROM THE LIFE AND TEACHINGS OF JESUS?</b> Who is Jesus? Jesus' Teachings Love, Greed, Forgiveness, Prayer Giving, Sharing The Easter Story</p>	<p><b>HOW DO PEOPLE EXPRESS THEIR BELIEFS AND IDENTITY?</b> Expressing faith through feelings and emotions Expressing faith through music Using colours to express religious feelings and ideas Expressing faith through clothes, festivals, books Expressing faith through art Islamic Art Expressing faith through drama</p>
<b>SWIMMING</b>		
<p><b>FREESTYLE AND BACKSTROKE</b> Learning to use leg actions to propel the body horizontally Swimming the freestyle, using arm and leg together with smooth coordination. Using the flutter kick to propel themselves on their backs Using recognized arm and leg actions, lying on their front and back.</p>	<p><b>FREESTYLE AND BACKSTROKE</b> Stroke works and development. Use of floats and swimming aids for freestyle and backstroke <b>RELAY RACES</b></p>	<p><b>DIVING/SURVIVAL SKILLS</b> Treading the water, sculling, sitting diving, crouch diving and plunge diving.</p> <p>Using a range of recognized strokes and personal survival skills.</p>