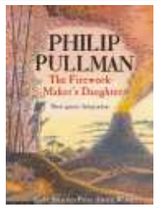
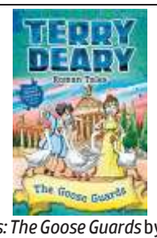
Curriculum 2024/2025 – Year 3

Cornerstones Education™

WITHAM OAKS ACADEMY

		Autumn Theme – History	Spring Theme – Geography	Summer Theme - History
Year 3	Diver Project	 Through the Ages In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to time and sequence dates to make a timeline. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.	 Rocks, Relics and Rumbles In the Rocks, Relics and Rumbles project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning. They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points. They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have. MARY ANNING	 Emperors and Empires In the Emperors and Empires project, your child will learn about the growth and decline of the Roman Republic and the Roman Empire. They will discover the absolute power of the Roman emperors and study the hierarchies of Roman society and the Roman army. They will study the first invasions of Britain in 55 and 54 BC and the Roman conquest of Britain in AD 43. They will learn about Boudicca's rebellion, Hadrian's Wall and the Romanisation of Britain, including how Christianity came to Britain and investigate the legacy of Roman Britain in their local area.
	Innovate	You are part of a team of archaeologists who have uncovered an ancient burial site containing a number of human remains. Use the sources of evidence provided to write a report on the burial site for the journal *Archaeology Today*. Let's get started! INNOVATE OUTCOME - Use your findings to write a short report about the ancient burial site for the journal Archaeology Today. I can describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. I can describe the everyday lives of people from past historical periods I can describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. I can make deductions and draw conclusions about the reliability of a historical source or artefact. EXPRESS OUTCOME - Present our findings I can sequence dates and information from several historical periods on a timeline. I can explain the similarities and differences between two periods of history. I can summarise how an aspect of British or world history has changed over time.	You are part of a team of scientists, geologists and volcanologists sent to investigate the potential dangers of tectonic activity in Quito, Ecuador's capital city. You should use the information you gather to write a factual report and present your findings to the city council. Let's get started! OUTCOME - Write a short report that sets out your findings and present it to the city council I can locate significant places using latitude and longitude. I can name and locate significant volcanoes and plate boundaries and explain why they are important. I can explain the physical processes that cause earthquakes and volcanic eruptions. I can describe how a significant geographical activity has changed a landscape in the short or long term. I can describe the parts of a volcano or earthquake. EXPRESS OUTCOME - Delivering a speech I can name and describe the types, appearance and properties of rocks.	Before the Romans came to Britain, very few people could read or write. The Romans kept written records, which is how we know so much about them and their life in Britannia. Your task is to analyse the original written accounts in this journal and use them as evidence to compose a historical report, about life in Roman Britannia. Let's gets started! OUTCOME - Write a short historical report, based on the information and evidence in the journal, to describe what life was like in Roman Britannia I can make deductions and draw conclusions about the reliability of a historical source or artefact. I can describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. I can describe the significance and impact of power struggles on Britain. I can describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. I can explain the cause and effect of a significant historical event. I can make choices about the best ways to present historical accounts and information.
	Memorable Experiences (Trips and Visits) **Engage**			
	Linked Book Study	 *Stig of the Dump* by Clive King Barney is bored at Grandmother's house and decides to visit the local chalk pit. When the ground at the edge of the pit gives way, Barney plunges into the hole and meets Stig, a	 *The Firework-Maker's Daughter* by Philip Pullman Lila longs to become a Firework-Maker like her father. Against his wishes, she runs away to the volcano, Mount Merapi, to find Royal Sulphur, a task all Firework-Makers must	 *Roman Tales: The Goose Guards* by Terry Deary When Fabia embarrasses Brutus in a lesson, he's determined to have revenge on her. He's distracted from his plans when the Gauls attack Rome. Many Romans are killed but others

		boy from the Stone Age. Although they cannot use speech to communicate, they become friends and have lots of fun improving Stig's den, collecting firewood and hunting. Nobody believes that Stig is real until he has to defend Barney.	complete. Lila meets many challenges during her journey up the mountain. Her encounter with the Fire-Fiend determines once and for all whether she will become a Firework-Maker.	are safe in the temples, with a sheer cliff on one side and Roman soldiers defending them on the other. Brennus, the king of the Gauls, plans to attack the remaining Romans, while Brutus comes up with a plan to upset Fabia.

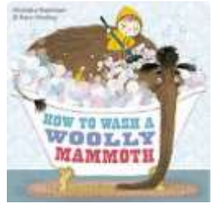
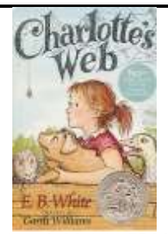
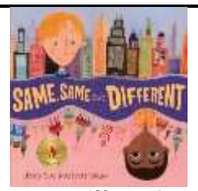
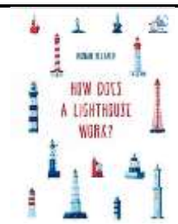
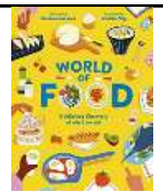
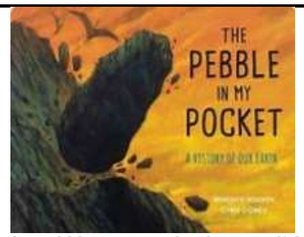
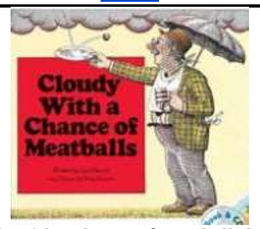
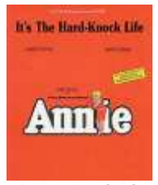
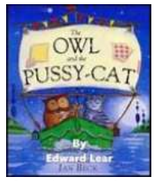
Witham Oaks Academy Writing Spine Year 3

	Autumn				Spring			Summer			
Title	**Stone Age Boy**	**Autumn is here**	**Skara Brae**		**The Magic Paintbrush**	**Skeletons & Muscles**	**The Street Beneath My Feet**	**Flood**	**Grow: A First Guide to Plants & How to Grow Them**	**I Was There – Boudica's Army**	**The Gardener**
Text type	Narrative	Poetry	Non-fiction		Narrative	Non-Fiction	Non-Fiction	Narrative	Non-Fiction	Narrative	Narrative
Genre	Story	Poetry	Explanation		Traditional Tale	Non-Chronological	Explanation	Tragedy	Instructions	Diary	Letter
Topic	Step back in time/stone age	Seasons/Harvest	Stone-age step back in time		Chinese New Year	Skeletons & muscles/animals	Earth's layers	Water, water everywhere!	Life cycle of a plant	Roman life	Growth (plants/minset)
Cross Curricular	History	Science	History		Music	Science	Geography	Drama	Science	History/PSHE.	Science/PSHE

Powers Hall Academy Reading Spine Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	**CLASSIC STORIES**	**THOUGHT-PROVOKING STORIES**	**TOP-NOTCH NON FICTION**	**DIVERSE AND INCLUSIVE**	**GRAPHIC NOVELS**
Class Reader						

Curriculum 2024/2025 – Year 3

Fiction	 **How To Wash A Woolly Mammoth by Michelle Robinson and Kate Hindley** Lesson	**The Colour Monster by Anna Llenas** Lesson	 **Charlotte's Web by EB White** Lesson	 **Same, Same But Different by Jenni Sue Kostechi Shaw** Lesson	**The Hodgeheg** Lesson	**Fantastic Mr Fox by Roald Dahl** Lesson
Non-fiction	 **How Does A Lighthouse Work? By Roman Balyaev** Lesson		**Sir Isaac Newton and the Apple Story** Isaac Newton Lesson	 **The Pebble In My Pocket by Meredith Hooper and Chris Coady** Lesson	 **Cloudy With A Chance Of Meatballs by Judi Barrett** Lesson	Why are tomatoes a fruit? Website
Poetry and Song	**The Bare Necessities (Jungle Book)** Lesson	**Walking With My Iguana by Brian Moses** Lesson	 **'It's a Hard-Knock Life' from Annie** Lesson	 **The Owl and the Pussycat by Edward Lear** Lesson	**How Far I'll Go (Moana)** Lesson	

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Maths

NCETM National Centre for Excellence in the Teaching of Mathematics | Oak National Academy

Autumn 1	1	Review strategies for adding and subtracting across 10
		Securing place value to 100 and applying to addition and subtraction Bridging 100: counting on and back in 10s, adding/subtracting multiples of 10
	2	Measuring length and recording in tables Representing 3-digit numbers, comparing and positioning on number lines
		Measures: mass and capacity
Autumn 2		
Spring 1	3	Right angles
	4	Informal and mental strategies for adding and subtracting two 3-digit numbers Understand additive relationships and apply them to rearrange equations
Spring 2	5	Column addition
	6	2, 4 and 8 times tables: using times tables to solve problems
	7	Column subtraction
Summer 1	8	Unit fractions as part of a whole Identify parts and wholes in different contexts Compare and order unit fractions Calculate the value of a part (fractions as operators)
Summer 2	9	Non-unit fractions Composition of non-unit fractions: addition and subtraction
	10	Parallel and perpendicular sides in polygons (and perimeter)
	11	Tell the time to the nearest minute and compare units of time

Science

SIGNIFICANT SCIENTIST

Skeletal and Muscular Systems
This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.

Rocks, Relics and Rumbles
In this project, pupils will investigate different types of rock to learn about their uses and properties. They will also investigate soil and fossils, including learning about the work of Mary Anning.

Forces and Magnets
This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials.

Plant Nutrition and Reproduction
This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water, leaves for making food and the flower for reproduction.

Light and Shadows
This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.

I can take measurements in standard units, using a range of simple equipment.
I can find patterns in the way shadows change during the day.

I can ask questions about the world around me and explain that they can be answered in different ways.
I can set up and carry out some simple, comparative and fair tests, making predictions for what might happen.
I can gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.
I can make increasingly careful observations, identifying similarities, differences and changes and making simple connections.
I can use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected

Art & Design

Colour Theory
This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours, analogous colours and how artists use colour in their artwork.

Prehistoric Pots
This project teaches children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate a Bell Beaker-style pot.

Ammonite

This project teaches children about artistic techniques used in sketching, printmaking and sculpture.

Create a 3-D sculpture using air drying clay.

People and Places
This project teaches children about the genre of figure drawing. They study the figure drawings and urban landscapes of the artist LS Lowry and create artwork in his style to show scenes from their school.

Beautiful Botanicals
This project teaches children about the genre of botanical art. They create natural weavings, two-colour prints and beautiful and detailed botanical paintings of fruit.

Create beautiful and detailed botanical paintings of fruit.

Mosaic Masters
This project teaches children about the history of mosaics, before focusing on the colours, patterns and themes found in Roman mosaic. The children learn techniques to help them design and make a mosaic border tile.

	Create a colour composition I can use and combine a range of visual elements in artwork. I can make suggestions for ways to adapt and improve a piece of artwork	Make and evaluate a Bell Beaker-style pot using a combination of pinch, coil and pattern techniques I can create a 3-D form using malleable or rigid materials, or a combination of materials. I can make suggestions for ways to adapt and improve a piece of artwork	I can create a 3-D form using malleable or rigid materials, or a combination of materials. I can use and combine a range of visual elements in artwork	Working in the style of LS Lowry to draw a picture about their school. I can work in the style of a significant artist, architect, culture or designer. I can make suggestions for ways to adapt and improve a piece of artwork	I can use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. I can make suggestions for ways to adapt and improve a piece of artwork	Design and make a mosaic border tile. I can use and combine a range of visual elements in artwork. I can make suggestions for ways to adapt and improve a piece of artwork.
SIGNIFICANT ARTIST Traditional Modern Contemporary	VINCENT VAN GOGH CLAUDE MONET WINSLOW HOMER	PREHISTORIC ART	MARK REED LUCY UNWIN PETER RANDALL-PAGE	LS LOWRY	KATIE SCOTT MAUD PURDY GEORGIA O'KEEFE	PREHISTORIC ART
Design & Technology /Nutrition SIGNIFICANT DESIGNERS/ENGINEERS	 Cook Well, Eatwell This project teaches children about food groups and the Eatwell guide. They learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria. Planning and making a taco filling for the Eatwell Cafe I can develop design criteria to inform a design. I can identify and name foods that are produced in different places I can prepare and cook a simple savoury dish. I can suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.		 Making It Move This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy. Design and make a child's automaton toy I can develop design criteria to inform a design. I can plan which materials will be needed for a task and explain why I can describe how key events in design and technology have shaped the world I can use tools safely for cutting and joining materials and components. View progression I can make working models with simple mechanisms or electrical circuits. I can suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.		 Greenhouse This project teaches children about the purpose, structure and design features of greenhouses, and compares the work of two significant greenhouse designers. They learn techniques to strengthen structures and use tools safely. They use their learning to design and construct a mini greenhouse. Plan and make a mini greenhouse I can develop design criteria to inform a design. I can use tools safely for cutting and joining materials and components. I can suggest improvements to my products and describe how to implement them, beginning to take the views of others into account.	

Geography	 One Planet, Our World This essential skills and knowledge project teaches children to locate countries and cities, and use grid references, compass points and latitude and longitude. They learn about the layers of the Earth and plate tectonics and discover the five major climate zones. They learn about significant places in the United Kingdom and carry out fieldwork to discover how land is used in the locality.		Geography covered in the main project History revision and retrieval practice – Timebox 1 Short fun sessions to build up pupils' chronological understanding. 		 Innovate Geography revision and retrieval practice Local Land use enquiry Recap what the children know already about their local area. Your child will refer to their map studies and observational work in the locality to discuss its characteristics. They will be collecting some primary data in the local area to answer the enquiry question, 'How is land used around our school?' They will recall the ways that land can be used and predict what they might find during their enquiry. Before the field trip, prepare a map and route of the local area to stick to the Land use in the local area recording sheet, which the children will use to collect their data. On the field trip, your child will use the key to collect data on their recording sheet. Provide cameras or tablets for each group to collect photographic evidence of land use. Back in the classroom, compare and collate the children's data to come to an agreed conclusion about land use in the local area. Encourage them to use the data to answer the questions on the Land use in the local area question sheet to consolidate their learning. Your child will create a collaborative display using a local map and their photographs, writing labels for the images and the map. I can analyse primary data, identifying any patterns observed. I can gather evidence to answer a geographical question or enquiry.	
PSHE	Me and My Relationships Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Valuing Difference Recognising and respecting diversity Being respectful and tolerant My community	Keeping Myself Safe Managing risk Decision-making skills Drugs and their risks Staying safe online	Rights and Responsibilities Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Being my Best Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Growing and Changing Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Wellbeing	 Zones of Regulation In the project, children learn about good coping and regulation strategies to create a toolkit so they can help themselves when they experience anxiety and stress. They will think and talk about how they feel using four colours to help them self-identify how they're feeling. Wonderful me! Who am I? In this project, children explore their identity by considering the groups and communities that they are a part of.	 Connect: Shared interests Learning about the common interests we have with others and how sharing our hobbies with others can have a positive effect on our relationships. People around me: Communication In this project, children reflect on different ways of communicating and investigate what makes a good listener and why this is important.	 Move: Motion detection In this project, pupils explore ways to include exercise in everyday life Relaxation: Stretches In this project, children explore different stretches to help to ease tension in the body and aid relaxation	 Take notice: Making a difference In this project, pupils taking notice to improve the community. Meaning and purpose: My superpowers In this project, children identify and celebrate their strengths as well as consider ways that they can help other people.	 Give: Appreciation Being grateful for what they have and learning how they can show their appreciation. Healthy body, healthy brain: My healthy diary In this project, reflecting on the importance of diet, exercise and rest on the body, children create their own healthy diary for the week.	 Discover: Making Mistakes In this project, children will learn that making mistakes is a positive part of trying something new. Resilience: Breaking down barriers In this project, pupils look at how they can break problems down into small, achievable goals.

	Religious Education	 How do people express commitment to a religion? The importance of rites of passage in terms of religious identity. • The role of baptism (infant and adult) in shaping religious identity in the Christian community. • The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. • The Amrit ceremony as a milestone in shaping religious identity in the Khalsa. Jewish, Sikh, Christian	 What is the Trinity? God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). • Jesus: As God incarnate, also known as the Son of God. • Incarnation: Jesus as one of the three persons of the Trinity. • Holy Spirit: God as spiritually active in the world. Christian	 What is philosophy? How do people make moral decisions? • Difference between knowledge, belief and opinion. • The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. • The nature of a philosophical question. • Awareness of variant perspectives about whether some things can be proven. • The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). • Utilitarianism or Hedonism as a way of making moral decisions. Christian, Humanist	 What do Muslims believe about God? The concept of Tawhid. • The impact of Tawhid on Muslims. • The impact of The Qur'an containing the actual words of God. • How the existence of God is explained in Muslim teachings. • How the Muslim view of deity differs from that of other religions. Muslim	 What difference does being a Muslim make to daily life? Awareness of the diverse nature of Islam locally, nationally and globally. • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. • Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these. • Awareness of diversity of expression, particularly in relation to the pictorial presentations. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj. Muslim
	Music	 *Unit 1: South Africa (Instrumental Lessons) (5 Lessons)* *Whole-class instrumental lessons on tuned percussion. This South Africa-themed unit develops pupils' rhythmic, singing and notation skills.* To know the key features of South African Gumboot music.	 *Unit 2: Caribbean (Instrumental lessons) (5 Lessons)* *In this project, pupils learn about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.* To know the key features of Calypso music.	 Pentatonic melodies and composition (Theme: Chinese New Year) *(5 Lessons)* Using the story of Chinese New Year as a stimulus, in this project, pupils revise key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.	 Unit 3: South America (Instrumental Lessons) *(5 Lessons)* In this project, pupils learn about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments. To know the history and key features of salsa music.	 Jazz (optional) *(5 Lessons)* Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.

YEAR 3 PE					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
 Football *(6 Lessons)* Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.	 *Basketball* *(6 Lessons)* Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances	 *Tag Rugby* *(6 Lessons)* In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	 *Yoga* *(6 Lessons)* In this project, pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows	 *Cricket* *(6 Lessons)* In this project, pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.	 *Athletics* *(6 Lessons)* In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.
 Tennis *(6 Lessons)* Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	 OAA *(6 Lessons)* OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils learn what makes a good team and explore key skills such as inclusion and trust. Pupils begin to learn to orientate a map, identify key symbols and draw and follow routes. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.	 Hockey *(6 Lessons)* Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	 Netball *(6 Lessons)* In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.	 *Fitness* *(6 Lessons)* In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control..	 *Rounders* *(6 Lessons)* Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Curriculum 2024/2025 – Year 3

Cornerstones Education™

WITHAM OAKS ACADEMY

	Computing	 Online Safety (All 4 lessons) In this project, pupils learn the difference between fact, opinion and belief; and how to deal with upsetting online content. Knowing how to protect personal information online.	 Computing Systems and Networks 1: Networks and the internet (3 lessons: 1, 3 and 5 only) In this project, pupils are introduced to the concept of networks, learning how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools.	 Programming 1: Scratch (4 lessons: 1, 2, 3 and 5 only) In this project, children progress to using the more advanced computer-based application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game	 Computing systems and networks 2: Emailing (Lessons 1-5) In this project, pupils learn how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.	 Data handling: Comparison cards databases (Lessons 1,3 and 4 only) Using the theme of a 'Comparison card game' to understand what a database is, pupils learn the meanings of records, fields and data. Further exploration will lead to the development of the ideas of sorting and filtering.	 Computing Systems and Networks 3: Journey inside a computer (3 lessons: 1, 2 and 5 only) In this project, children assume the role of computer parts and creating paper versions of computers to help consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models	 Creating Media: Video trailers (4 lessons: 1-4 only) In this project, children develop filming and editing video skills through the storyboarding and creation of book trailers.
	French	 French greetings with puppets (4 lessons) In this project, pupils use puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day.		 French adjectives of colour, size and shape (Lessons 1-4 only) In this project, pupils describe shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates and practising language skills		 French playground games- numbers and age (5 lessons) In this project, pupils count in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.	 In a French classroom (5 lessons) In this project, pupils respond to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'	 A circle of life in French (Lessons 1 and 2 only) In this project, pupils use dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.
	SMSC Events Calendar 2024/2025	September 5th International Day of Charity September 9th – 22nd Fairtrade Fortnight September 14th International First Aid Day September 15th International Day of Democracy September 15th International Dot Day September 16th – 22nd Recycle Week September 20th – October 6th British Food Fortnight September 16th – 22th Jeans for Genes Week September 21st International Day of Peace September 21st World Gratitude Day September 23rd International Day of Sign Languages September 26th European Day of Languages		January 4th World Braille Day January 19th World Religion Day January 20th Martin Luther King Day January 27th Holocaust Memorial Day January 29th RNLI SOS Day February LGBT+ History Month February 6th Time to Talk Day February 3rd – 9th Children's Mental Health Week February 11th Safer Internet Day February 14th – 20th Random Acts of Kindness Week February 21st International Mother Language Day March 3rd World Wildlife Day March 8th International Women's Day		May Local and Community History Month May 5th – 11th Deaf Awareness Week May 12th International Nurses' Day May 13th – 20th Mental Health Awareness Week May 15th International Day of Families May 19th – 25th National Vegetarian Week May 16th Endangered Species Day May 20th World Bee Day May 20th-25th Walk to School Week May 21st World Day for Cultural Diversity May 28th World Hunger Day June Pride Month All Month Gypsy, Roma and Traveller History Month		

		September 30th National Sporting Heritage Day October Black History Month October The Big Draw Festival October International Walk toSchool Month October 2nd World Habitat Day October 4th World Animal Day October 6th World Smile Day October 10th World Homeless Day October 10th World Mental Health Day October 16th World Food Day October 17th International Day for Eradication of Poverty October 19th World Values Day October 24th United Nations Day November 1st World Vegan Day November 5th Guy Fawkes Night November 10th –17th Inter Faith Week November 11th Remembrance Day November 12th – 19th Inter Faith Week November 11th – 15th Anti-Bullying Week November 13th Kindness Day UK November 14th World Diabetes Day November 16th International Day ofTolerance November 17th Children In Need November 17th – 23rd Road Safety Week November 18th – 24th UK Parliament Week December 2nd International Day for Abolition of Slavery December 2nd – 8th National Grief Awareness Week December 3rd International Day of People with Disabilities December 12th Christmas Jumper Day December 10th Human Rights Day December 18th International Migrants Day	March 16th Young Carers Action Day March 21st International Day for Elimination of RacialDiscrimination March 22nd World Water Day April Stress Awareness Month April 2nd World Autism Awareness Day April 7th World Health Day April 15th World Art Day April 22nd Earth Day	June 2nd – 8th Volunteers' Week June 5th World Environment Day June 8th World Ocean Day June 10th – 14th Healthy Eating Week June 15th – 21st World Refugee Week June 21st World Music Day June 27th RSE Day July 11th World Population Day July 12th Malala Yousafzai's Birthday July 14th Emmeline Pankhurst Day July 18th Nelson Mandela International Day July 30th International Day of Friendship