

# Curriculum map Year 3 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Our School- My value Community	Our future- My Business Enterprise	Our vision - My creativity	Our world - my responsibility - ECO	Our history - My legacy	Our healthy - my wellbeing- sport
<b>Hook</b>	Golden ticket					
<b>Books</b>	Charlie and the chocolate factory	Charlie and the chocolate factory/ <b>Matilda</b>	<b>Nimms Island</b>  James and the Giant peach	James and the Giant peach/ <b>The drop in my drink</b> Hundred mile an hour dog- Jeremy Strong	BFG Time travellers journal Boy	Georges marvellous medicine / Twits  Hodgeheg by Dick King Smith
<b>Visit/or</b>	Library					
<b>English</b>	<b>Class Text:</b> Charlie and the chocolate factory.  <b>Fiction:</b> Charlie and the chocolate factory - description- setting  <b>Non-fiction:</b> Geography- fair trade texts <b>character descriptions</b>	<b>Non-fiction texts:</b>  Letter writing to parents- persuasive. Persuasive text / poster Newspaper report- the success of the school fete  <b>Fiction:</b> Matilda Description- character	<b>Fiction:</b> Newspaper report about what has happened to James's parents Play script- for advert/ film Cine literacy- description- drama- listening  Non Fiction: Debate: At the end of Chapter 9, James discovers the hole in the giant peach. Write a set of 'for' and 'against' arguments for going inside the hole. What would you do?	<b>Non Fiction:</b> writing a recipe/ instructions  Non- chronological report- experience.	Cine literacy- description- building suspense  Story writing- Historical stories  biography	Letter writing - formal an informal.  Chronological report  Non- fiction text linked to history  Recipe- magic potion  Twits- characters description- create your own character.
<b>Pre- assessment writing</b>	Gingerbread man story Free writing	Free writing/ report on trip to the library	Write a diary about what you did on xmas day			
<b>Big Write</b>	Diary account	Information text	Chronological report			
<b>Science</b>	Melting chocolate Working scientifically Fair test Use equipment Gathering data	Rocks  Classifying  Formation/ properties physical	What forces are involved when the peach starts to roll down the hill. Can you plan and carry out an investigation to find different types of surfaces that might make it roll more	Plant- life cycle Functions of parts of the plant Requirements of life for growth	Animals including humans  Nutrition  Skeletons and muscles	Light circuits

	Scientific language Presentation of results conclusions	Soil/ organic matter fossils	quickly / slowly?	Water transportation. Seed dispersal/ lifecycle  Find out how fruit and vegetables grow. Make a poster to teach people how to grow their own fruit and vegetables. Find out about the insects in the story. What do they look like? What special features / abilities do they have? What do they eat? Can you make a food chain that includes one / some of them??	Flashback -living things and their habitats	Draw graphs to record data Flashback - materials conduction
<b>Computing</b>	Book corner film about the class Online safety Organise data Pictograms of class	Making packaging- 2 draw Text/ graphics Research-	•Plan and record a video news report for an American TV station about the arrival of a giant peach in New York.or advert for the Peach as a tourist attraction  •Can you make a stop-motion animation based on a part of the film? Watch these animation tests from the film version for inspiration	Algorithm - Scratch	databases	
<b>P.E</b>	Cricket/ football/ dance	Football/ dance	Yoga Create own poses	Fitness swimming	Gymnastics	Athletics
<b>Geography</b>	Use Atlases Equator, hemispheres, continents, oceans. Latitude -longitude. Focus on the U.K, cities. Capital cities North and South America  Economic activity- buisness		Maps/ plans/compass. Symbols and key Field work - weather  North America- Gran Canyon. Volcanoes	•Can you draw a map showing the peach's journey? •Look on a map and find some locations that could be used for a new film version of the book. What would be a suitable location for Aunt Sponge and Aunt Spiker's house? •In the story, Cloud-Men make different types of weather. Can you find out how rain / hailstones / rainbows are really made?	Local geography study /vocab	
<b>History</b>	Roald Dahl Day	Local history/ Time lines		Stone age / clothes/ link to iron age	Chronology- time travellers journal	Roald Dahls life Boy Compare with writer
<b>Art</b>	Art: drawing self- portraits- range of artists	Christmas decorations	Art- Picasso portraits - paint Focus on artists Dance/ imagination and sound	Make torch pictures of the insects at night.	Create a sculpture/ totem pole for Wickford.	Sculpt Designers

D.T.	Christmas decorations	Chocolate packaging		CROSS STITCH BOOK MARK	Bridges - architects Brunell Reinforcing	Circuits Key individual/event
Food technology	Melting chocolate (science)- different flavour chocolate	chocolate different flavour chocolate Cake / biscuit for enterprise fair.		Science link- to make healthy plate Seasonal products  Grate/chop/slice		
RE	Buddhism	christianity	Judaism	Judaism		
PSCHE	Feelings	Positive contribution	Relationships	Healthy lifestyles	Growing and changing/relationships	Medicines
Music	Charanga - play the glockenspiel singing		Charanga Listen to classical 100 and draw your ideas			

After completing a unit study of Roald Dahl books, we celebrated this author's life with a special day. Students dressed up as characters from Dahl books and gave character sketch presentations. We ate drank "Froboscottle" from the BFG (based on a recipe from Dahl's Revolting Recipes book). Students played Pin the Dream Catcher on the BFG, watched the BFG movie, completed a t-chart comparison between the book and the movie, and enjoyed a Roald Dahl buffet lunch complete with Mr. Twit's Beard Food, Sticky Toffee Apple Trees, George's Marvellous Medicine Chicken soup and many other dishes from the Revolting Recipes Book.

English

•Roald Dahl lists the characters (including humans and giants) in the book at the start. Could you write a sentence / paragraph to describe each one?

- The story begins with Sophie in a silent dormitory. Think of somewhere that is silent and think of words to describe how it feels to be there.
- Imagine what might happen in 'the witching hour'. Write a story about one of these things.
- Read the last sentences of the first chapter and predict what might be coming up the street.
- Roald Dahl uses lots of similes to describe the BFG ('an arm as thick as a tree trunk', and 'nose as sharp as a knife'). Can you make up some more?
- Imagine that you have just been picked up by a pair of giant hands. Write a story about what happens next (see Resources below).
- The BFG uses lots of made up words. Can you think of some more and say what they mean? Could you make a dictionary / glossary for your words?
- Think of words to describe snozzcumpers!
- Describe your favourite dream? What happened? How did it make you feel?
- Write some new labels for dream jars?(see Resources below).
- The giants are afraid of Jack, the famous giant-killer. Can you retell that story to a friend?
- BFG is an acronym. Can you find out other acronyms that people use? Could you make up some of your own?
- The BFG uses a book by Charles Dickens to learn how to write. Can you find out about this author?
- Write a recipe for a new dream. What 'ingredients' will you need? Think about the order that you will need to mix them in? Could you write some instructions to teach somebody else how to make this dream?
- Describe a dream that you would like to have... or think of a nice dream that you could mix for somebody else.
- Make an acrostic using the letters in 'The BFG' (see Resources below).
- Imagine that the BFG wrote another book. What might it be about?
- Listen to the audiobook version of the story. Could you record passages from the text using different accents / expression / sound effects to make it interesting to the listener?
- Read the play version of the story and prepare your own performance. You could also use this video for inspiration:

## Science

- The BFG has enormous ears so that he can hear 'absolutely every single twiddly little thing'. Use this as a starting point for learning about sound and how we hear.

- The BFG describes how he can hear plants and trees because they are alive? How do we know that they are alive? What life processes do they have?
- The BFG hates eating snozzcumpers. Plan a tasty (and healthy) meal for him!
- Find out about dreams. What are they? Why do we have them?
- The bubbles in frobscottle go downwards, but bubbles in most drinks go upwards. Find out why drinks have bubbles and why they travel in the way that they do!

#### Computing

- Plan, record and edit a trailer for a new movie based on the book. Use this example for inspiration

#### Art

- Draw a new giant. Will it be friendly or nasty?
- Make a picture which shows the inside of the BFG's suitcase after he has been dream-catching.
- Draw a picture of a dream inside a jar (see Resources below).