



Year 3 Curriculum Overview

@ACE

THE ACE Curriculum 2020

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and awe-inspiring learning experiences with our three Christian values at its heart. **This document will only give you a “taster” of what we are covering and we would encourage those who want to find out more about the ACE curriculum to ask at school.**

It is bespoke to the needs of the pupils at Arundel Church of England Primary School (ACE), not only by focussing on appropriate subject specific conceptual and factual knowledge, skills and understanding as set out in the National Curriculum, but also by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility, and the emergence of encouraging children to see beyond their own horizon. Plato describes seeing beyond the horizon in his allegory of the cave (Republic, 514a – 519c).

At ACE our curriculum is constantly evolving, responding to the needs of learners and their interests by enhancing learning experiences and raising awareness, from the local area to national and global arenas. We use **our local area** to drive hands-on learning and allow the pupils **to make connections between the local and national environments**, developing knowledge and applications of key concepts. Thus, we develop outward looking pupils who are able to engage in learning about themselves, their European and global neighbours and develop an understanding of the wider world and its complex cultures.

Ultimately our curriculum intention is to:



- Develop head and body: What we learn
- Develop heart and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Curriculum Implementation:

Through excellent 'quality first' teaching of knowledge, skills and vocabulary across core and foundation subjects, all children are challenged to be inquisitive, compassionate, courageous and creative learners. Opportunities are planned to influence their own learning through age appropriate and progressive themes and topics. Inter-disciplinary work enables the teaching of concepts and skills in one or more disciplines (subjects).

Effective learning characteristics include resilience, ambition, reflection and imagination. These characteristics will drive teaching and learning at our school developing the dynamic spiral curriculum.

ACE Spiral Curriculum

The Spiral Curriculum is predicated on cognitive theory advanced by Jerome Bruner (1960), who wrote, "We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development." In other words, even the most complex material, if properly structured and presented, can be understood by very young children and at ACE we believe that is the case.

Key features of our ACE spiral curriculum based on Bruner's work are: (1) The ACE Vision Statement and its associated value, a theme visited several times throughout their school career at ACE; (2) The complexity of the topic or theme increasing with each revisit; and (3) The relationship between new learning and old learning through a key enquiry linked to previous work.

At ACE we believe the benefits ascribed to the ACE spiral curriculum are: (1) The information including the ACE Vision Statement reinforced and solidified each time the pupil revisits the subject matter; (2) Allowing a logical progression from simple ideas to complex ideas; and (3) Pupils being encouraged to apply the early knowledge to later learning experiences, as some of the seeds of learning are planted prior to pupils covering themes. Some of this knowledge is then reflected upon and considered in terms of cause and effect.

The ACE spiral approach to curriculum has three key principles that sum up the approach. The three principles are:



Cyclical: ACE pupils should return to the same topic several times throughout their school career at ACE;

Increasing Depth: Each time a pupil returns to the topic it should be learned at a deeper level and explore more complexity;

Prior Knowledge: A pupil's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.

Subjects first (NOT TOPICS)

Our mainstream curriculum is structured by subject disciplines. Although disciplines sit adjacent to each other and sometimes overlap, each discipline will stand alone. We will, when appropriate, be able to create cross-curricular coherence as the units can be taught in multiple orders.

Knowledge and Concepts organisation

Most subjects are made up of a matrix of elements. For example, historians might think about substantive and disciplinary knowledge and concepts; geographers might think about theme, place, issue and location. We have to choose one of these elements to organise by, but all of them will be woven into our curriculum. Teachers will make this explicit in their planning.

Knowledge selection

We are seeking to deliver a curriculum to children which can serve them well in the future and is based on their own experiences, including where they live, referring to the local history and our unique environment to enhance learning opportunities. Where there are opportunities to broaden, for example, diversity, we will do this through our links to other schools and other organisations.

Inclusive and ambitious

We want ACE to be able to support all children. Our units will be pitched so that children with different starting points can access them but with very high expectations for all (to a certain extent, 'ACE CHAPs' will be made redundant). Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all pupils can succeed. However, the aim of teaching is for all pupils to achieve and aspire, regardless of starting point.

Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be lectures, but will seek pupil involvement and be based on thematic enquiry. We seek to exercise pupils' minds throughout their lessons. This will involve questions and tasks throughout instruction.



Motivation through learning

We recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate pupils through our subjects. We believe that what we teach is inherently interesting, and that the joy of learning is our primary motivator.

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	Using search engines like Google and keeping safe online.	Use of Google Drive and the Google Waffle.		Designing, writing and debugging programs that controls or simulates virtual events. Writing simple algorithms.		Sharing ideas with the right software.
Creative Arts (Art, DT and Music*) *Oak Academy	Developing Pulse Exploring time signatures	Exploring Sound Sources Body percussion Tudors and Stuarts portraits and self-portraits. Creating photo frames.	Developing Rhythm Improvising rhythm patterns and read Turner's paintings.	Developing Pitch <i>The Pentatonic scale (5-notes)</i>	Repetition and Contrast Simple structures used to organise musical sound	Non-musical stimulus- poetry <i>Exploring how sounds can be combined and used expressively</i>
English	Bridging Unit - Year 2 to Year 3 – Paddington by Michael Bond					



YEAR 3						
Reading Spine (to read aloud)		Reading Focus Texts		Writing to...		Poetry
The Iron Man by Ted Hughes Cat Tales: Ice Cat by Linda Newberry The Sheep-pig by Dick King-Smith The Abominables by Eva Ibbotson The Lion, the Witch and the Wardrobe by CS Lewis The Battle of Bubble and Squeak by Philippa Pearce Hansel and Gretel by Anthony Browne		Hansel and Gretel by Anthony Browne Into the Forest by Anthony Browne Through the Forest by Heidi Simpson The Pebble in My Pocket by Meredith Hooper 23 Degrees, 5 Minutes (The Literacy Shed) Archie's War by Marcia Williams		Inform: Newspaper report about the disappearance of the professor in 23 degrees. Rewrite the film as journal entries recounting the important events of the film. Create a captain's log for the voyage. WW1 scrapbook. Entertain: Rewrite the monologue recounting the explorer's days in the arctic. Describe the opening setting using similes, metaphor and personification. Write own Through the Forest story. Persuade: Eco Council – Persuade our whole school community to use refillable water bottles.		Revolting Rhymes by Roald Dahl – linked to traditional tales.
Humanities (Geography and History)	Civil War <i>Geographical features of Arundel.</i>		The history of ports. <i>Arundel, Worthing and Brighton.</i>	America.	After the Civil War. Using Google Earth to identify key landscapes such as Castles and then identifying the key geographical features are associated to them.	River Arun Rain forests, volcanoes, beaches, cliffs, coasts, forests natural to our area, mountain ranges, seas and oceans of the world.



Mathematics

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12											
Autumn	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division				
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation
MFL	-Greetings -Ca Va		-Days/Months and Seasons		-Weather		-Towns and Directions -Easter		-Café, food and money		-The Body	



		-Age and Birthdays -Christmas					
Physical Education	Year 3	Football Dance +	Gymnastics Tag Rugby +	Netball Yoga +	Hockey OAA +	Fitness Tennis +	Athletics Cricket +
RE							
RHE and Citizenship (Global Education and Character Education)	<p>HELPFULNESS Does everyone have the same needs in our town? How can we find what people need in our world? What responsibility do we have as a member of ACE to help others? How does it tie in with our Vision Statement?</p> <p>What do Christians learn from the Creation story? How does it encourage us to look after our world?</p>	<p>Looking After Your Teeth; Cleaning Our Teeth</p> <p>Two Sides to Every Story, Session A; Two Sides to Every Story, Session B</p> <p>What Do Our Friends Need From Us?, Session A; What Do Our Friends Need From Us?, Session B</p> <p>Fundraising for the Community, Session A; Fundraising for the Community, Session B</p> <p>Patient Hands; Brain, Board, Buddy, Boss</p> <p>Showing Respect Whilst Out and About; Showing Respect at Home</p> <p>Caring for Our School, Session A; Caring for Our School, Session B</p> <p>People Who Need Our Help, Session A; People Who Need Our Help, Session B</p> <p>Bury the Hatchet!; Strengths and Needs</p> <p>Learning from Mistakes, Session A; Learning from Mistakes, Session B</p> <p>Secret Agents of Kindness</p> <p>Aristotle's Bottles</p>	<p>Why Should I Forgive?, Please Forgive Me</p> <p>If At First You Don't Succeed/ I'm a Believer</p> <p>A Bubbly Challenge, Session A; A Bubbly Challenge, Session B</p> <p>A Visit From a School Staff Member; Thanking the Classroom Visitor</p> <p>Scenarios: Honesty Role Play</p> <p>Aristotle's Bottles; Reflect on Writing (See Reflect on Teacher's Guide)</p>	<p>BELIEFS & ACTIONS IN THE WORLD</p> <p>What do Christians mean when they talk about the Kingdom of God?</p>			
Science	Forces and magnets		Light	Rocks	Animals including humans	Plants	