

SEASIDE CURRICULUM



SPIRITUALITY  
ENVIRONMENT  
ARTS  
SPORT & WELLBEING  
INSPIRATIONAL PEOPLE AND PLACES  
DIVERISTY  
ENTERPRISE AND TECHNOLOGY  
ENVIRONMENT

GRACE INTEGRITY ASPIRATION



YEAR 3 CURRICULUM MAP



REFLECTIVE THINKING  
EFFECTIVE COMMUNICATION  
RESILIENCE  
PROBLEM SOLVING  
INDEPENDENCE  
COLLABORATION  
DECISION MAKING  
CREATIVITY

POWERFUL LEARNING ATTRIBUTES



	AUTUMN			SPRING		SUMMER	
	BOOK STUDY Aesop's Fables	Living planet	Art Attack	BOOK STUDY Stig of the dump	Ruthless Romans	BOOK STUDY Varjak Paw	Fuel for school
Core Value	Integrity	Grace	Aspiration	Aspiration	Integrity	Grace	Aspiration
Powerful Learning Attributes	Reflection Decision Making	Problem Solving Collaboration	Creativity Resilience	Communication Independence	Independence Resilience	Resilience Decision making	Independence Reflection
Seaside Curriculum	INSPIRATIONAL PEOPLE AND PLACES	ENVIRONMEN T SPIRITUALITY	ARTS	DIVERSITY	ENTERPRISE AND TECHNOLOGY	DIVERSITY	SPORT AND WELLBEING
<b>Brilliant Beginning</b>	Mask making	iceberg collage	Art hunt	cave paintings	Roman shields	Team building	Bread making. Bread tasting around the world.
<b>Fantastic Finale</b>	performing stories to peers	create mini climates - collage	art exhibition	Fossil Excavation	Roman Forum Market place with a selection of products	Perform playscripts	Packaging showcase
<b>Visitors and visits</b>		Waterwise talk	Artist	Hengistbury head	Roman army day		School chef
<b>Key texts</b>	Aesop's fables Class reader	Famous Five	Journey Class reader: Animal theme text	Stig of the Dump Stone age boy	Roman Myths Class reader	Varjak Paw	Cloudy with a Chance of Meatballs by Judi Barrett Class reader
<b>English</b>	<p>Word Reading:</p> <p>Identify themes and key features of genres. Listen to and discuss a wide range of poetry, fiction, plays and non-fiction Retell some stories orally. Rehearse and recite poetry by heart (recognise different forms e.g. riddle, free verse, narrative etc) Perform plays with expression, volume, action <b>With prompting, start to self-correct</b> when reading aloud. Read the National Curriculum's year 3 and 4 <b>spelling list</b> and words containing taught prefixes and suffixes. Using an appropriate method, <b>track</b> sentences when reading during whole-class reading lessons. When <b>reading aloud</b>, recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions. When reading, <b>use expression</b> to show understanding of basic punctuation (? And !)</p>			<p>Comprehension:</p> <p>Make <b>links</b> between books they have read through identifying similarities in genre <b>Recognise</b> the features of common genres as well as justifying their own genre preference. Make simple <b>predictions</b> based on evidence within the text. With support, use an efficient rereading strategy when <b>inferring or summarising</b> a text:</p> <p>Make inferences about characters feelings, thoughts, actions, motives and justify with evidence With support, use <b>re-reading strategies</b> to clarify the meaning of an unfamiliar word or phrase:</p> <p><b>Find and copy</b> specific words or phrases by re-reading Participate in a <b>constructive debate</b> by <b>gathering evidence</b> from a text to <b>support and justify</b> their argument whether they personally agree or not. Explain the meaning of words in context <b>Evaluate</b> a text by considering:</p>			
	<p><b>Composition</b> Writing is appropriate to the purpose Consistently selects appropriate grammar and vocabulary Create settings, characters and plots Uses simple organisational devices Proof reads for spelling and punctuation errors Re-reads writing with controlled tone and volume to make the meaning clear</p>		<p><b>Sentence structure</b> Subordinate clauses Revise and embed subordinate/main clause structure</p>		<p><b>Grammar/Vocabulary</b> Subordinating conjunctions – Since, until, because, when, although, if Prepositions of place Well-chosen adverbs Determiners – the, a and an (link to spelling words starting with vowels) Perfect tense used accurately (has eaten, had lived)</p>		<p><b>Punctuation</b> Revise word class noun, verb, adjective, adverb Begin to use inverted commas for direct speech</p>

	<p>Retell a Fable Plan and write own Fable Write a letter Simple sentences Word classes – nouns adjectives etc. Revise conjunctions Oral storytelling – alternative characters and endings Storyboards Speech</p>	<p>Shape Poetry Write a Non-chronological report Speech Persuasive writing Adventure Create settings and plots Prepositions Subordinate clause/main clause structure Coordinating conjunctions Subordinating conjunctions</p>	<p>Journey Picture book Diary entry Adverbs Prepositions Subordinate clauses</p>	<p>Write a diary entry Newspaper article Character description Coordinating conjunctions Subordinate conjunctions Apostrophe for possession and contraction</p>	<p>Retell a myth Plan and write own myth Persuasive writing Informal Letter Myths Conclusions – Science Perfect tense</p>	<p>Diary Write a story Speech Play scripts</p>	<p>Non-chronological reports Instructions Review of food Recount Newspaper report Speech Cloudy with a chance of meatballs</p>
<b>Spelling and handwriting</b>	<p><b>Spelling</b> Revise and embed spelling of verbs with inflected endings (ed and ing) Prefixes (dis, in, im, anti, super, sub, re) Suffixes (ous, ly, ion, ian) ture ation ch ch (but sounds like sh) Year 3/4 common exception words - address, answer, appear, arrive, breath, breathe, build, busy(business), calendar, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, exercise, experiment, extreme, famous, February, forward, fruit, group, heard, heart, important, increase, interest, island, learn, mention, natural, notice, often, perhaps, popular, position, potatoes, promise, quarter, question, regular, remember, sentence, strange, woman, women</p> <p><b>Handwriting</b> Begin to use joined handwriting throughout their independent writing. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].</p>						
<b>Maths</b>	<p>Number : Place Value – numbers up to 1000, partitioning, ordering, comparing</p> <p>Number: Addition and Subtraction – mental calculation of 10s, 100s, pattern spotting, introduction to formal written methods</p> <p>Number: Multiplication and Division – fluency in 2, 5 and 10 times table (year 2), moving onto 3,4 and 8s.</p>		<p>Number: Multiplication and Division – make links between mental and written methods. Introduce formal methods.</p> <p>Measurement: Money – Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Statistics: - bar charts, pictograms and tables. Solve problems.</p> <p>Measurement: length and perimeter – measure lengths in m, cm, m. measure perimeter of 2d shapes by counting the squares</p> <p>Number: Fractions – count in 10ths, find fractions of amounts, recognize simple fractions – unit and non-unit, add and subtract, show equivalence, compare and order</p>		<p>Number: fractions – see previous time</p> <p>Measurement: Time – tell the to the minute, units for time and word problems involving duration.</p> <p>Geometry: <i>Propeties of shape – recognize 2d and 3d shapes, inc right-angles and other angles, compare angles, horizontal, parallel and perpendicular lines, angles as a turn.</i></p> <p>Measurement: <i>Mass and Capacity- use correct units, compare and solve problems.</i></p>		
<b>RE</b>	<p><b><u>Would visiting the river Ganges feel special to a non-Hindu?</u></b> To explain why water is important. Describe a Hindu ritual that happens in/at the River Ganges and</p>	<p><b><u>Has Christmas lost its true meaning?</u></b> Look at and discuss items such as an advent candle, Christmas pudding, advent calendar, Christmas carol lyrics, Christmas card, Christmas star decoration etc. Consider</p>	<p><b><u>What do Christians learn from the creation story?</u></b> Place the concepts of God and creation on a timeline of the Bible’s ‘big story’.</p>	<p><b><u>Why do Christians call the day Jesus died Good Friday?</u></b> Order creation and fall, incarnation, gospel and salvation within a timeline of the bible’s big story.</p>	<p><b><u>What kind of world did Jesus want?</u></b> Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour.</p>	<p><b><u>How can Brahman be everywhere and in everything?</u></b> Hindus believe that there is one God with many different aspects. Their God is called Brahman.</p>	

	<p>explain why this is important and significant to the Hindu's taking part in it. Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>what these items are and how they are used. Christmas is very important to Christians as they celebrate God's son coming to Earth to help people. Read the Christmas story and reinforce the significance of the shepherds, wise men, star, gifts etc. Reflect on the true meaning of Christmas for Christians. Compare secular aspects of Christmas with Christian aspects. What does having 'meaning' mean? Sort religious and non-religious words relating to Christmas. Consider whether Christmas has lost its true meaning. Talk about whether the true meaning of Christmas involves giving/receiving gifts. Compare what Christmas means to Christians with what Christmas means to you.</p>	<p>God the creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. Make clear links between Genesis 1 and what Christians believe about God and creation. The Bible shows that God wants to help people to be close to him – he keeps his relationship with them and gives them guidelines on good ways to live such as the Ten Commandments. Describe what Christians do because they believe God is creator. Ask questions and suggest answers about what might be important in the creation story for Christians today, and for people who are not Christians.</p>	<p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas of their own, clearly.</p>	<p>Jesus shows love and forgiveness to unlikely people. Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all. Christians try to be like Jesus – they want to know him better. Christians try to put his teaching and example into practice in lots of ways. Make links between the Bible stories studied and the importance of love in the world today. Express own ideas clearly.</p>	<p>Consider how Brahman could look like so many different things. Tell the Hindu story of one of the God's e.g. Ganesha/Lakshmi. Hindus use the different deities at home, in the temple and in Puja. The main 3 deities are called the tri-murti and they each represent something different. Brahma – creator Vishnu – preserver Shiva – destroyer Hindus believe that Brahman is omnipresent. Consider how this would affect your life if you were a Hindu.</p>
<b>PSHE</b>	<p>Being me in my world</p> <ul style="list-style-type: none"> <li>Becoming a Class 'Team'</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy</li> <li>Rewards and consequences</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>Judging by appearances</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Special Me</li> <li>Celebrating difference – how we look</li> </ul>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Broken dreams</li> <li>Overcoming disappointment</li> <li>Creating new dreams</li> <li>Achieving goals</li> <li>We did it!</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>My friends and me</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Healthy friendships</li> <li>Celebrating my inner strength and assertiveness</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>Relationship web</li> <li>Love and loss</li> <li>Memories</li> <li>Are animals special?</li> <li>Special pets</li> <li>Celebrating my relationships with people and animals</li> </ul>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>Changes on the inside and outside of boys and girls</li> <li>Characteristics that come from both parents to make us unique.</li> <li>Why people might choose to have a baby and how they might feel when baby comes along.</li> <li>How bodies prepare for babies</li> <li>Being prepared for bodily changes</li> </ul>
<b>Trickbox</b>	<p>You're great I can do it Stand As If</p>	<p>Stand Tall Magic Circle</p>	<p>Colour breathing Sunny Side Signal Change</p>	<p>Floating Cloud Big 'No'</p>	<p>Win-Win Light Bulb Ask How</p>	<p>Free Flow Big 'Yes'</p>
<b>My Personal Best</b>	<p>Social me: Respect &amp; communication      Thinking me: Imagination      Healthy me: Integrity and resilience</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>					
<b>PE</b>	<p>Indoor: Gymnastics- Balances and core movement</p> <ul style="list-style-type: none"> <li>perform a range of actions with control and coordination</li> <li>devise, repeat and perform a short sequence</li> <li>begin to recognise contrasting actions and apply these in performance</li> <li>Start using a range of different apparatus whilst working individually and with a partner</li> </ul> <p>Outdoor Games: Fundamentals a,b,c Invasion: Core Task</p> <ul style="list-style-type: none"> <li>To repeat simple combinations of skills and actions showing</li> </ul>	<p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> <li>apply a range of gymnastics movements</li> <li>begin to use self and peer evaluation</li> <li>have the confidence to work well on their own and within a small group</li> <li>adapt a sequence</li> </ul> <p>Outdoor Games : Invasion Core Task</p> <ul style="list-style-type: none"> <li>Can understand and follow rules for small sided games or activities</li> <li>Able to perform some of the tactics used in the warm up within a game situation</li> </ul>	<p>Indoor: Dance – umbrellas continued</p> <ul style="list-style-type: none"> <li>Perform a short motif (which includes the 5 basic body actions, using all 3 levels) with the 3Es – energy, eye focus and extension and clear timing, using Singing In The Rain as a stimulus.</li> <li>Develop motifs, which have been choreographed by teacher, using appropriate choreographic devices including (as a minimum): addition and repetition.</li> <li>Appreciate the professional and their peers' dance works and notice the main choreographic devices being used; also suggest some suitable ideas for</li> </ul>	<p>Indoor: Gymnastics</p> <ul style="list-style-type: none"> <li>demonstrate control and co-ordination</li> <li>use self and peer evaluation as a process of improving a performance</li> <li>work well on their own and contribute to work as part of a pair or within a group</li> <li>adapt a sequence to include different levels, speeds or directions</li> </ul> <p>Outdoor: Stiking and fielding &amp; Net/Wall Core Task Golf &amp; Volleyball</p> <ul style="list-style-type: none"> <li>To come up with their own ideas for warming up and practising</li> </ul>	<p>Swimming</p> <p>Outdoor: Striking and fielding &amp; Net and wall Core Task: Tennis &amp; Rounders</p> <ul style="list-style-type: none"> <li>Use and understand where space is and play shots into these spaces</li> <li>Make progress towards the goal otwitting the opposition</li> <li>Continue to develop ball handling skills</li> <li>Implement some key skills for net and wall e.g. hand eye cordination, object control</li> </ul>	<p>Swimming</p> <p>Orienteering</p> <p>Outdoor: Core Task Striking and fielding: Cricket &amp; Rounders</p> <ul style="list-style-type: none"> <li>Able to use understand where space is and play shots into these spaces</li> <li>Develop batting technique</li> <li>Apply the rules of a game</li> <li>Understand and know how to score point</li> </ul>

	<ul style="list-style-type: none"> <li>coordination and changes in direction and speed</li> <li>To be able to use their own and others' ideas for movements, tactics and compositions</li> <li>To describe how they feel after exercise</li> </ul>	<ul style="list-style-type: none"> <li>Able to perform some of the roles within invasion and explain which roles best suits them.</li> </ul>	<ul style="list-style-type: none"> <li>improvement in their peers' work.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of skills that make use of equipment with basic consistency and accuracy</li> </ul>			
		<ul style="list-style-type: none"> <li>Indoor: Dance - Umbrellas</li> <li>Perform a short motif (which includes the 5 basic body actions, using all 3 levels) with the 3Es – energy, eye focus and extension, using Singing In The Rain as a stimulus.</li> <li>Develop motif, which has been choreographed by teacher, using appropriate choreographic devices including (as a minimum): addition.</li> <li>Appreciate the professional dance, and with guidance, begin to notice the main choreographic devices being used.</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor: Athletics Core Task</li> <li>Demonstrate the five basic jumps on their own</li> <li>show the ability to run continuously; begin to explore pacing</li> <li>throw various basic equipment increasing accuracy and coordination</li> </ul>				
<b>Science</b>	Light	Plants and Adaptations How they grow different plants in different climates Water transportation Plant parts Animal adaption		Rocks and Fossils Properties of Rock Investigation-comparing and classifying rocks	Materials	Magnets	Teeth and nutrition Care of teeth Animals-nutrition
<b>Computing</b>	Video/photography: Stop Frame Animation E-safety: Staying safe with online video			Digital literacy: Digimaps Computer Science: Bee Bot Algorithms E-Safety: Safe searching and safer internet day		Computer Science: Bee Bot Algorithms and Scartch Animation	
<b>History</b>			<ul style="list-style-type: none"> <li>What was the most important change from the Stone Age to the Iron Age? Why?</li> <li>What was going on at HH during the Stone Age?</li> <li>Change</li> <li>Changes in Britain from the Stone Age to the Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>Were the Romans Ruthless?</li> <li>The Roman Empire and its impact on Britain.</li> <li>Cause and significance</li> <li>Local history study- Hengistbury Head</li> </ul>			
<b>Geography</b>		Why is climate different		<ul style="list-style-type: none"> <li>Why do people chose to live in cities?</li> <li>Settlements</li> <li>Map work of local area</li> </ul>			<ul style="list-style-type: none"> <li>Why is fair trade fair?</li> <li>Types of economic activity including trade links.</li> </ul>

		around the world?  Weather surveys climate zones Map reading Global warming fieldwork		Digimaps Fieldwork			Distribution of natural resources including food.
<b>DT</b>	Bookmarks		Build a lantern	Build a stone age tool Build a round house	Textiles: Coin purse-sewing and stitching		Sandwich making
<b>Art &amp; design</b>	masks lion art	Collages- iceburg art Aurora-chalk pastels	Sketching-pencil pop art-paint Impressionism-paint Cubism-oil pastel	Cave paintings – chalk/charcoal Stonge henge art-silouhette-water colours	Clay coil pots Mosaics Roman villa-models Jewellery-mixed media Shields-sculpture	Cityscape -Explore the use of negative space-Chalk	Sports week-movement
<b>Music</b>	Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.		Nativity songs Learn new songs, rehearse and perform	Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.	Swap of instruments Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.	BSO concert including introduction to Orchestra through Peter and the Wolf and Mozart Horn Concerto.	Ukulele course The children learn to play ukulele and to sing along. Fiddle time To learn to play open strings pizzicato and with bows and to read notation.
<b>French</b>	<b>Salut!</b> • Introduce each other and ask each other’s feelings. • Say and recognise the alphabet orally.		<b>C’est mon anniversaire!</b> • Count up to 10 in order to ask each other their age and answer. • Say and recognise orally and in writing the months of the year. • Ask each other when their birthday is and answer. • Explore French Christmas traditions.	<b>On voyage!</b> • Say and recognise orally and in writing the days of the week. • Say and recognise orally and in writing a variety of countries and nationalities. • Introduction to some of the most popular French comic books, (linked with ‘World Book Day’).	<b>Animaux</b> • Say and recognise orally and in writing a variety of animals. • Say and recognise a variety of colours orally and in writing.	<b>Mes passe-temps</b> • Say and recognise orally and in writing a variety of sports and hobbies. • Express simple opinions about hobbies.	<b>On fête ça!</b> • End of year revision • End of year ‘Celebration of Learning’.