



***Cliffe Hill Community Primary School***

***Curriculum Overview***

***Year 3***

<b>Year 3 Overview</b>						
	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>
Science	<i>Light and Shadow</i>	<i>Health and Movement</i>	<i>Rocks, Fossils and Soils</i>	<i>How Plants Grow</i>	<i>Forces and Magnets</i>	
History		<i>Prehistoric Britain</i>		<i>Invaders and Settlers: Romans</i>		<i>Ancient Egypt</i>
Geography	<i>Countries of the World</i>		<i>Where does our food come from?</i>		<i>In the Desert</i>	
Art		<i>Seurat and Pointillism</i>		<i>Journeys</i>		<i>Famous Buildings</i>
DT	<i>Photograph Frames</i>		<i>Sandwich Snacks</i>		<i>Moving Monsters</i>	
<i>Literacy texts which may link to wider curriculum</i>	<i><u>Light and Shadow</u> Lighthouse Keepers Series My Shadow Dark, Dark Night  <u>Countries of the World</u> The Secret World of Polly Flint Throw Your Tooth on the Roof</i>	<i><u>Health and Movement</u> Gregory The Terrible Eater  <u>Seurat and Pointillism</u> Picasso Perkins</i>	<i><u>Rocks, Fossils and Soils</u> Fossil Girl Dilly the Dinosaur Pebble in my Pocket  <u>Where Does Our Food Come From?</u> Charlie and the Chocolate Factory Stone Soup</i>	<i><u>How Plants Grow</u> The Giving Tree Jim and the Beanstalk James and the Giant Peach <u>Invaders and Settlers: Romans</u> The Roman Record Why Are You Calling Me A Barbarian? Escape from Pompeii (by Balit)</i>	<i><u>In The Desert</u> The Three Little Javelinas</i>	<i><u>Ancient Egypt</u> Flat Stanley – The Great Egyptian Grave Robbery The Time Travelling Cat and Egyptian Goddess Miu and the Pharaoh There’s a Pharaoh in My Bath! The Egyptian Cinderella</i>
<i>Literacy outcomes within wider curriculum</i>	<i>Travel brochure(report)</i>	<i>Persuasive</i>	<i>Non chronological report</i>	<i>Newspaper report</i>	<i>Poetry Recount</i>	<i>Diary Letter</i>
<i>Computing</i>	<i>Get blogging</i>	<i>Publishing</i>	<i>Gaming</i>	<i>Democracy</i>	<i>Robots</i>	<i>Programming</i>
<i>PE</i>	<i>Athletics</i>	<i>Basketball</i>	<i>Gymnastics</i>	<i>Dance</i>	<i>Rounders</i>	<i>Volleyball</i>

<i>RE</i>	<i>Unit 3A: What does it mean to belong?</i>		<i>Unit 3B: Why do Christians follow the Bible? Remembrance Day Harvest (Link to British Agricultural Heritage)</i>	<i>Unit 3E: How and why do you become a Sikh?</i>	<i>Unit 3C: Preparing for a Big Day. Why is prayer so important in Sikhism?</i>	
<i>PSHCE</i>	<i>What would I change if I was Mrs Lomas for a day?</i>	<i>When can medicines be dangerous?</i>	<i>What would life be like without friends?</i>	<i>What are feelings?</i>	<i>What does responsibility mean to me?</i>	<i>How can my small change make a big difference?</i>
<i>Music</i>	<i>Animal magic</i>	<i>Play it Again</i>	<i>The Class Orchestra</i>	<i>Painting with Sound</i>	<i><u>Dragon</u> Scales – exploring pentatonic scales</i>	
<i>MFL</i>	<i>Greetings (Core Unit 1)</i>	<i>Introducing myself</i>	<i>Simple conversation and My Family</i>	<i>Colours and Counting (Core Unit 2)</i>	<i>Animals</i>	<i>Food</i>

## **TEACHING SMSC including BRITISH VALUES**

*Promoting British Values at Cliffe Hill Community Primary School*

*The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of **democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**” The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated.*

*At Cliffe Hill School, we understand that the society we live in is diverse and therefore, our curriculum and life within school reflects this. For our pupils, we aim to continually weave the thread of social, cultural, moral and spiritual British values throughout day to day school life. Underpinning this are the values and understanding of democracy, law, liberty, respect, tolerance, tradition and heritage. The ‘Equality Act 2010’ protects all individuals from discrimination and it is the schools duty to ensure that all individuals have equal access and opportunity to all that is on offer. Funding, including that for pupils with special educational needs and disabilities (SEND) and disadvantaged pupils, is used to target inequalities, to ensure equality.*

*At Cliffe Hill School, these values are reinforced regularly and in the following ways:*

### **Democracy**

*Every year, the children decide upon their class mission statement and the rights associated with these. Children have an opportunity to vote on a whole class target and what the reward will be for achieving this. Additionally, every class vote in two school council elections which give every class a say on the decisions that are made at our school. The council meets every fortnight and has an active part in organising many of the events that happen in school and is genuinely able to effect change within our school. Our broad and balanced PSHCE curriculum encourages all aspects of respect for democracy and the democratic process. Individual children are also appointed for posts of responsibility in the classroom and our ‘Cliffe Hill School Squad’ ensures that children in Year 6 are taking on more responsibility in school.*

### **The Rule of Law**

*The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Cliffe Hill. Pupils are taught the rules from an early age in the Foundation Stage. Each class and Key Stage has an agreed set of rules and a positive behaviour chart/board in place. The children are aware of the consequences of not following the rules in their school community due to a very clear and consistent behaviour policy. The children learn to understand the difference between right and wrong in all aspects of school life throughout the day and these messages are re-enforced through assemblies and visitors. There is an opportunity for children to put right what has been done wrong, wherever possible. Children are given opportunity to understand aspects of civil and criminal law and discuss how this might be different from some religious laws. A visit for Year 6 pupils to the local Court provides our pupils with a further insight. Pupils in our school expect and receive a fair system where actions are always respectfully justified. Pupils are taught the value and reasons behind rules and laws; that they exist to govern and protect us, the responsibilities that this involves and the consequences when laws are broken.*

*Visits from authorities such as the Police, Local Councillors and Fire Service help reinforce this message.*

### **Individual Liberty**

*At Cliffe Hill School, our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety and PSHCE lessons, or through using social stories as a means of explanation and reflection for the children. Our pupils are encouraged to give their opinions and share these ideas with due regard for the feelings of others. As part of our PSHCE curriculum, we place a huge emphasis on the social and emotional learning of our children and feel we send them off to high school as well rounded individuals. We celebrate achievements both in and out of school in our Star of the week assemblies, through certificates, stickers and achievement points. All of the children have access to the Family Link Officer when necessary. This helps the children access support in a confidential and supportive way. Extra-curricular clubs and annual school events, also allow our children opportunities to develop skills in areas they may not have accessed previously.*

### **Mutual Respect**

*Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.*

### **Tolerance of those of different Faiths and Beliefs**

*We actively promote diversity through our celebrations of different faiths and cultures. Religious Education lessons and PSHCE lessons reinforce messages of tolerance and respect for others. Following the agreed syllabus for Religious Education, members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths. Throughout school life the children are encouraged to discuss differences between people such as their faith, ethnicity, disability, gender or sexuality. They also discuss differences in family life such as looked after children or young carers.*

### **British Traditions and Heritage**

*We celebrate the role of Britain both historically and in the present. We want pupils to have knowledge of and be proud of their British heritage and the cultural and historical traditions that we are renowned for the world over. This involves celebrating Royal events, Remembrance Day, festivals such as Harvest, Christmas, Easter (alongside those from other cultures such as Eid, Diwali and significant days in the calendar such as St George's Day). Our annual Mastermind competition which celebrates reading throughout school also encourages children to know things about Britain and they are tested on this in the General Knowledge round!*

### **Brief Overview of SMSC at Cliffe Hill School**

<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<p>RE Curriculum</p> <p>Songs</p> <p>Prayers/Moments of Reflection</p> <p>Rev Hannam, Rev Buck and Salvation Army Assemblies</p> <p>PSHCE Curriculum</p> <p>Extra-Curricular Clubs and activities</p> <p>Family/Community Links</p> <p>Enriching Learning through various residential and real life experience trips</p> <p>Broad and balanced thematic approach to learning which uses a variety of teaching aids and styles to engage</p> <p>Star of the Week/Mathematician of the week/Writer of the week</p> <p>Visitors into school; authors, athletes, musicians etc</p> <p>Curriculum Overviews with links to SMSC and British Values</p>	<p>RE Curriculum</p> <p>Restorative Practice</p> <p>Positive Behaviour Strategy (good choices)</p> <p>Competitions</p> <p>Encouragement of visitors in school</p> <p>Link with local charity SMART move</p> <p>School rules/IIP work</p> <p>Assemblies with clear themes</p> <p>Anti-bullying policy</p> <p>Visits/talks from local agencies such as Police, Fire and court (judicial system)</p> <p>Afternoon Tea</p> <p>Clear Inclusion policy in place</p> <p>Staff training on Inclusion</p> <p>Curriculum Overviews with links to SMSC and British Values</p>	<p>School Council</p> <p>Assemblies with clear themes</p> <p>School Vision Statement</p> <p>Responsibilities in school</p> <p>Family Learning events</p> <p>Volunteers in school</p> <p>Therapeutic/Social stories</p> <p>Lego Therapy</p> <p>Calm Club</p> <p>PSHCE curriculum</p> <p>Partnerships with local agencies</p> <p>Community projects</p> <p>Curriculum Overviews with links to SMSC and British Values</p>	<p>RE curriculum</p> <p>Great Big Dance Off Competition</p> <p>Tour de Yorkshire</p> <p>Le Grand depart</p> <p>Cliffe Hill's Got Talent!</p> <p>Cliffe Hill Games</p> <p>Mastermind</p> <p>Community Crime Prevention</p> <p>Representation of our community on our Governing Body</p> <p>Appropriate curriculum overviews</p> <p>Cultural visits incorporated into curriculum</p> <p>Clear inclusion policy – access for all</p> <p>Curriculum Overviews with links to SMSC and British Values</p>