

Year 3 Blended Learning Curriculum

Remote learning will be planned for the academic year 2020-21. Remote learning will be provided in cases where schools are instructed to close or individual students are having to self-isolate.

The ATLP will use where possible lessons from the Oaks National Academy to provide students with appropriate remote learning, The Oaks programme for learning for each subjects has been reviewed and matched to our ATLP primary knowledge engaged curriculum.

In cases of whole school closure or whole classes having to isolate, students will be directed to the series of Oaks lessons below that aligns best with the long term plan for a subject, or schools might look to supplement these with recorded lessons. In cases of individual students having to self-isolate, teachers need to identify the lesson(s) to be taught in class (referenced from the ATLP medium term plans). Using the menu of Oaks lessons below, the lesson(s) that most appropriately match the content that is to be delivered in class will be selected. The link to this lesson can then be provided to the student[s] so that they can access and follow the lesson in-line with the timetable of lessons set by the school for that student[s]. The map below illustrates the ATLP curriculum with the Oak Units highlighted in yellow.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Light, forces and magnets Light and dark Magnetism		Rocks Rock cycle		Plants and animals (incl humans) Plants Adaptations	
Geography	Counties and cities in the UK		Changes to settlement types, patterns and land use over time		Volcanoes and Earthquakes	
History	Stone Age and Iron Age		Ancient Egypt		Ancient Greece	
Music (Oak only)	Pulse and Metre	Timbre	Rhythm	Pitch	Structure	Musical Processes
RE	Religious teachings about the environment	Importance for believers of ceremonies	How does commitment affect lives? Christianity	Key events in the development of a religious tradition	Varying attributes of God in different faiths	Features and practice of active worship
RHE (units for KS2)	All around me	Keeping safe	Eat well, live well!	Yes! It's our world, our wonderful, wonderful world.	Come to my aid!	Money matters
PSHE (units for KS1)	Being the Prime Minister		TBC		TBC	
Computer Science	CS: Scratch Maths Quiz IT: Drawing, portraits and photo: scenes OS: Be internet legends activities DL: Connecting computers		CS: Sphero block coding IT: Music song composition and videos: animatics OS: Be internet legends activities		CS: Swift e-code puzzles IT : ECC Animation and ECC creative projects OS: Be internet legends activities	

English Oak Curriculum

<https://teachers.thenational.academy/subjects/english/key-stages/key-stage-2>

For English at EYFS, KS1 and KS2 we have organised units to ensure a balance of coverage and progression across the year, incorporating key knowledge and skills relating to Phonics, Reading, Writing, Grammar and Spelling. Oracy underpins teaching in all units. All elements of English are embedded within the units, rather than being taught as separate strands. We will offer suggested sequences to ensure logical progression and development of knowledge and skills. The curriculum reinforces the reciprocal relationship between Reading and Writing. Although some phonics practice is embedded, Oak is not providing a phonics programme.

English at KS2 comprises several elements that complement each other, and can work together or discretely. These are Writing, Reading, Spelling, Grammar and Vocabulary.

Reading units are 5 day units centred around a specific text, author or genre. These are primarily reading focused. Some of these units link to writing units. However, they are designed to be accessed discretely. Reading is also taught and reinforced through the writing units.

Writing units are centred around a specific text or theme. The units also incorporate the other skills and knowledge within the wider English curriculum: Reading, Grammar, Spelling and Vocabulary building. They build towards written outcomes with a focus on writing for purpose. The writing units are generally in blocks of 2-3 weeks, building towards a written outcome of a specific text type. Within this period, there are at least 6 lessons centred around the text/theme alongside 2 spelling lessons, a linked grammar lesson and a linked vocabulary lesson. Texts/themes may have between 1-3 blocks relating to a specific written outcome. These can be accessed in isolation – however, pupils will benefit the most, if they begin the first block within a unit as they will get to know the context better.

Spelling units are organised into 5 blocks of 2 lessons per term: the first lesson teaches the explicit spelling objective and the second lesson provides opportunities to practise and apply this knowledge and a test. The test takes place at the end of the lesson so that it can be viewed at a later date. There are 10 lessons each term. These align with objectives set out by the National Curriculum. The spelling lessons take place on Tuesdays within the writing units, however, they can be selected by unit in order for teachers, parents or pupils to match their own curriculum requirements. Key stage specific spelling knowledge is also applied and reinforced throughout writing units.

Grammar is taught and reinforced continually through writing and reading units. However, there are 5 lessons per term that can also be accessed discretely – where a teacher might want to direct pupils to practise a specific objective – or address a specific gap in knowledge.

Year group	Unit title	Length of unit	Prior knowledge required/ ,link to unit
Writing units - Incorporating Shared Reading, Grammar, Spelling and Vocabulary Building			
Year 3	The BFG - Narrative Writing	20 lessons (4 weeks)	N / A

			https://teachers.thenational.academy/units/the-bfg-narrative-writing-8e62
Year 3	Portia Spiders - Non-Chronological Report	20 lessons (4 weeks)	N / A https://teachers.thenational.academy/units/portia-spiders-non-chronological-report-8452
Year 3	The Man on the Moon - Narrative Writing	15 lessons (3 weeks)	N / A https://teachers.thenational.academy/units/the-man-on-the-moon-narrative-writing-e7d1
Year 3	The Fate of Fausto - Narrative writing	20 lessons (4 weeks)	Y3 T1 grammatical knowledge Coming soon
Year 3	Monster Pizza - Instructions	10 lessons (2 weeks)	Y3 T1 grammatical knowledge https://teachers.thenational.academy/units/monster-pizza-instructions-9061
Year 3	Healthy Food - Persuasive writing	10 lessons (2 weeks)	Y3 T1 grammatical knowledge https://teachers.thenational.academy/units/healthy-food-persuasive-writing-2b8f
Year 3	The Day the Crayons Quit - Persuasive writing	15 lessons (3 weeks)	Y3 T1 grammatical knowledge https://teachers.thenational.academy/units/the-day-the-crayons-quit-persuasive-writing-0c4a
Year 3	Aladdin - Narrative Writing	20 lessons (4 weeks)	Y3 T2 grammatical knowledge https://teachers.thenational.academy/units/aladdin-narrative-writing-a7f0
Year 3	Journey - Narrative writing	20 lessons (4 weeks)	Y3 T2 grammatical knowledge Coming soon
Year 3	How Bees make Honey - Explanation writing	15 lessons (3 weeks)	Y3 T2 grammatical knowledge https://teachers.thenational.academy/units/how-bees-make-honey-explanation-writing-124c
Reading units			
Year 3	Into the Forest by Anthony Browne	5 lessons (1 week)	N / A Coming soon
Year 3	Mulan by Michaela Morgan	5 lessons (1 week)	N / A Coming soon
Year 3	The Firework Maker's Daughter by Phillip Pullman	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/the-firework-makers-daughter-by-phillip-pullman-95e6
Year 3	Rushing Rivers by Kingfisher	5 lessons (1 week)	N / A Coming soon

Year 3	The Suitcase Kid by Jacqueline Wilson	5 lessons (1 week)	N / A https://teachers.thenational.academy/units/the-suitcase-kid-by-jacqueline-wilson-094b
Year 3	King of the Sky by Nicola Davies	5 lessons (1 week)	N / A Coming soon
Year 3	Reading for Pleasure	3 lessons	N / A
Grammar and Spelling are incorporated into the Writing units. However, these objectives can be pulled out in isolation where needed.			
Grammar units (themed mostly for Sentence, Word and Punctuation across the three terms)			
Year 3	Term 1: Sentence level objectives	5 lessons	Y2 grammatical knowledge https://teachers.thenational.academy/units/t1-sentence-level-objectives-aab1
Year 3	Term 2: Word level objectives	5 lessons	Y3 T1 grammatical knowledge https://teachers.thenational.academy/units/t2-word-level-objectives-8c26
Year 3	Term 3: Punctuation level objectives	5 lessons	Y3 T2 grammatical knowledge Coming soon
Spelling units			
Year 3	Suffixes - past and present tense	4 lessons	N / A https://teachers.thenational.academy/units/suffixes-past-and-present-tense-1713
Year 3	Suffixes - plural	4 lessons	N / A https://teachers.thenational.academy/units/suffixes-plurals-1feb
Year 3	Suffixes - y	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-y-8f04
Year 3	Suffixes - ly	2 lessons	N / A Coming soon
Year 3	Suffixes -ful and -less	2 lessons	N / A https://teachers.thenational.academy/units/suffixes-ful-and-less-bd5c
Year 3	Suffixes - er and -est	4 lessons	N / A https://teachers.thenational.academy/units/suffixes-er-and-est-comparative-and-superlative-a3ab
Year 3	Silent letters	2 lessons	N / A https://teachers.thenational.academy/units/silent-letters-769a
Year 3	Prefixes	4 lessons	N / A https://teachers.thenational.academy/units/prefixes-ccb4
Year 3	Homophones and homonyms	4 lessons	N / A https://teachers.thenational.academy/units/homophones-and-homonyms-2fe5

Year 3	Compound words	2 lessons	N/A https://teachers.thenational.academy/units/compound-words-60dc
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Maths Oak Curriculum

<https://teachers.thenational.academy/subjects/maths/key-stages/key-stage-2>

We strive to support schools by offering a maths curriculum that can fit alongside a range of existing structures. However, complete flexibility over unit ordering is impossible due to the cumulative nature of mathematics and the importance of prior knowledge.

We have grouped lessons into units: coherent sequences of 5 or more lessons. Although each lesson can be accessed individually, explicit connections are made to earlier lessons and later lessons in the same unit. This is because the connections between mathematical concepts are so vital to deepening understanding.

The Department for Education has published a priority curriculum that identifies the most important elements of mathematics and how to build progression in these from Y1 to Y6. These are identified in the curriculum map below so that teachers who are choosing to prioritise the curriculum in order to support recovery from the impact of COVID-19 can identify the priority areas.

Year 3				
	Unit title and description	DfE ready-to-progress criteria	Length of unit	Prior knowledge required/ link to lesson resources
Number				
3.1	Number sense and exploring calculation strategies Solve number and practical problems, including estimation and checking; add and subtract money to give change in pounds and pence.	3NF-1 3NPV-4	15 - 20	2.1: <ul style="list-style-type: none"> represent numbers to 100 https://teachers.thenational.academy/units/number-sense-and-exploring-calculation-strategies-45c6
3.2	Place value Identify, represent and estimate numbers in different contexts, recognise and use place value of 3-digit numbers in calculations.	3NPV-4	10	3.1: <ul style="list-style-type: none"> represent 2-digit numbers https://teachers.thenational.academy/units/reasoning-with-large-whole-numbers-2bf7
3.3	Graphs Interpret and present data using charts and tables. Solve one and two-step problems using presented information.	3NPV-4	5	3.1: <ul style="list-style-type: none"> count in steps of 2, 5 and 10

				https://teachers.thenational.academy/units/graphs-4769
3.4	Addition and subtraction Calculate mentally and using formal written methods; solve problems using number facts and place value.	3NF-1 3AS-1 3AS-2 3AS-3	15	3.2: <ul style="list-style-type: none"> represent 3-digit numbers https://teachers.thenational.academy/units/addition-and-subtraction-48c0
3.5	Length and perimeter Measure, compare, add/ subtract lengths; solve problems using appropriate tools and units.	3NPV-4	10	2.11: <ul style="list-style-type: none"> properties of 2-D shapes 3.4: <ul style="list-style-type: none"> addition and subtraction of 2-digit numbers doubling facts https://teachers.thenational.academy/units/length-and-perimeter-623a
3.6	Multiplication and division Deepen understanding of multiplication and division and apply this to solve problems.	3NF-2	15	2.6: <ul style="list-style-type: none"> division as sharing and division as grouping multiplication facts for 2, 5 and 10 https://teachers.thenational.academy/units/multiplication-and-division-6f51
3.7	Deriving multiplication and division facts Calculate mathematical statements including for 2-digit numbers by 1-digit numbers; progress from mental to formal written methods.	3MD-1	15	2.6: <ul style="list-style-type: none"> 'equal parts' and 'times greater' bar models 3.2: <ul style="list-style-type: none"> partition numbers into tens and ones https://teachers.thenational.academy/units/deriving-multiplication-and-division-facts-1216
3.8	Time Tell, record, write and compare the time, including using Roman numerals, 12hr clocks, a.m. and p.m.; compare durations.		10	2.6: <ul style="list-style-type: none"> count in 5s up to 60 2.7: tell the time to the nearest 5 minutes https://teachers.thenational.academy/units/time-a1c3

3.9	Fractions Recognise, use, compare, order simple fractions; understand fractions as parts of a whole; add/subtracts fractions of same denominator.	3F-1 3F-2 3F-3 3F-4	15	2.6: <ul style="list-style-type: none"> recall multiplication facts for 2, 5 and 10 https://teachers.thenational.academy/units/fractions-ed51
3.11	Measures Measure, compare, add/ subtract and solve problems, using appropriate tools and units.	3NPV-4	15	3.2: <ul style="list-style-type: none"> represent 3-digit numbers https://teachers.thenational.academy/units/measures-86db
3.12	Securing multiplication and division Recall and use multiplication/ division facts for 6 & 8 times tables; count in multiples of 6 & 8; calculate mathematical statements.	3MD-1 3NF-2	5	3.6: <ul style="list-style-type: none"> recall multiplication facts for the 3 & 4 times tables use arrays to represent multiplication understand the relationship between multiplication and division https://teachers.thenational.academy/units/securing-multiplication-and-division-8c5e
3.13	Exploring calculation strategies and place value Add/subtract numbers mentally; find 10, 100, 1000 more than a given number; order and compare beyond 1000; round any number to nearest 10, 100, 1000.		10	3.4: <ul style="list-style-type: none"> addition strategies such as partitioning, near doubles, round and adjust 3.6: <ul style="list-style-type: none"> recall multiplication facts for the 2, 3, 4, 5 & 10 times tables 3.12: <ul style="list-style-type: none"> multiplication facts for the 6 & 8 times tables https://teachers.thenational.academy/units/exploring-calculation-strategies-and-place-value-8f1f
3.14	Fractions: parts and wholes Learning about whole and part relationships, including area, linear and quantity models, and equal and unequal parts.	3F-1 3F-2 3F-3	10	Coming soon

Geometry				
3.10	Angles and shape Identify right-angles, recognising them as quarters of a turn; identify parallel and perpendicular lines; draw/make and measure 2-D and 3-D shapes.	3G-1 3G-2	15	https://teachers.thenational.academy/units/angles-and-shape-2e85
Statistics				
3.3	Graphs Interpret and present data using charts and tables. Solve one and two-step problems using presented information.	3NPV-4	5	3.1: <ul style="list-style-type: none"> count in steps of 2, 5 and 10 https://teachers.thenational.academy/units/graphs-4769
			Total: up to 160 (32 weeks)	

Science Curriculum

<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-2>

For KS2, we have also tried to provide flexibility wherever possible. However, there are more sequencing constraints in this key stage. We acknowledge that the majority of schools would normally be following the national curriculum but that curriculum plans for this year may look different to previous years due to potential missed content in 2019-20. As an example, the 'Plants' unit would align with Year 3 on the national curriculum, but it might be more appropriate for some schools in 2020-21 to teach this in Year 4 if they think these pupils may have missed out on this learning in 2019-20. We understand that each school's science curriculum needs could be quite unique this year and so we have designed units that could be used for multiple year groups. Wherever possible we have tried to assume no prior knowledge but in units where this is not possible (see table in section 2 which details where prior knowledge is required) we will ensure that this knowledge is retaught. The suggested sequence in the table below is just one of many options that schools could consider.

ATLP Science Curriculum YEAR 3	Oak National Academy Unit	Oak Academy Lessons
Light	Light and Dark	https://teachers.thenational.academy/units/light-dark-250b
Forces and Magnets	Magnetism	https://teachers.thenational.academy/units/magnetism-084a
Rocks	Rock Cycle	https://teachers.thenational.academy/units/rock-cycle-bd29
Plants	Plants	https://teachers.thenational.academy/units/plants-d1e9
Animals (inc. humans)	Adaptions	https://teachers.thenational.academy/units/adaptations-91bc

Geography Curriculum

<https://teachers.thenational.academy/subjects/geography/key-stages/key-stage-2>

Our approach to geography is organised through thematic enquiry. This should not be conflated with ‘enquiry’ or ‘discovery’ based learning, but is rather an approach to ensure substantive knowledge is deliberately and explicitly taught and organised in a meaningful fashion, towards answering a disciplinary appropriate question. As such each unit will be internally coherent, with carefully selected content framed within lesson-specific enquiries (How do the natural resources of Chile and the UK differ?) and overarching unit enquiries (e.g. How is the production and use of resources changing around the world?) Units will make the assumption of no prior knowledge, though references to other units of study will be made where appropriate.

ATLP Geography Curriculum YEAR 3	Oak National Academy Unit	Oak Academy Lessons
Counties and cities of the UK	Building locational knowledge: United Kingdom	https://teachers.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1
Changes to settlements type, patterns and land use over time	Rivers	https://teachers.thenational.academy/units/rivers-4772
Volcanoes and Earthquakes	Mountains, Volcanoes and Earthquakes	https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a
n/a	Building locational knowledge: Europe	https://teachers.thenational.academy/units/building-locational-knowledge-europe-0322
n/a	Building locational knowledge: North America	https://teachers.thenational.academy/units/building-locational-knowledge-north-america-faad

History Curriculum

<https://teachers.thenational.academy/subjects/history/key-stages/key-stage-2>

As the curriculum differs, individual lessons have been broken down to show where each lesson links to the ATLP schemes of work. Spring and Summer will be updated as the year progresses

Y3 Autumn Term

How did Britain change from the Stone Age to the Iron Age?

ATLP Titles	Linked Oaks Unit	Available Oaks Lessons
<ol style="list-style-type: none"> 1. What is pre-history? 2. When was the Stone Age, Bronze Age, Iron Age? 3. How did people survive in the Stone Age? 4. What did people believe in the Bronze Age? 5. How did people live in the Iron Age? 6. What were the changes between the three areas of pre-history studied? 	<p>Prehistoric Britain https://teachers.thenational.academy/units/prehistoric-britain-b65f</p>	<p><u>How do we know about Prehistoric Britain?</u> In this lesson, we will be going back in time millions of years to learn all about the earliest humans! As well as exploring the different species of human and how they migrated out of Africa, we will learn all about the clues that help us know more about the distant past. https://classroom.thenational.academy/lessons/how-do-we-know-about-prehistoric-britain-61jp4c</p> <p><u>What were the different periods in the Stone Age?</u> The Stone Age is usually split into three different periods. In this lesson, we will learn the names of these different periods and what developments humans made during each of them. https://classroom.thenational.academy/lessons/what-were-the-different-periods-in-the-stone-age-crtkad</p> <p><u>What are the similarities and differences between Stone Age periods?</u> During this lesson we will study what stayed the same throughout the different stone age periods, as well as what changed. Humans made some very important discoveries and breakthroughs with each new period, and we will study how these changed the way we lived. https://classroom.thenational.academy/lessons/what-are-the-similarities-and-differences-between-stone-age-periods-cdhk2d</p> <p><u>What can artefacts from the Stone Age tell us about how people lived during the different periods?</u> To discover things about prehistory, archaeologists and historians study objects that they find from the past. In this lesson we will look at some of these artefacts and try and work out what clues they give us about how people lived. https://classroom.thenational.academy/lessons/what-can-artefacts-from-the-stone-age-tell-us-about-how-people-lived-during-the-different-periods-6wtk8c</p>

		<p><u>What was life like in a Neolithic settlement?</u> In this lesson we will learn all about Skara Brae, one of the best preserved Neolithic settlements in Britain. Studying the settlement will help to give us clues about how Neolithic humans lived. https://classroom.thenational.academy/lessons/what-was-life-like-in-a-neolithic-settlement-64r3ce</p> <p><u>How did farming change how humans lived?</u> In this lesson we will learn about how humans settled down and began to farm. We'll look at how crops were planted and animals were domesticated, and how that changed life for early humans https://classroom.thenational.academy/lessons/how-did-farming-change-how-humans-lived-69gkce</p> <p><u>How did the bronze age change how humans lived?</u> In this lesson we will be learning all about how the Beaker culture arrived in Britain and with them brought the knowledge of how to make bronze. We'll look at some different bronze artefacts, and why using metal was such a huge change for prehistoric humans. https://classroom.thenational.academy/lessons/who-were-the-celts-and-why-did-they-use-iron-cnhkjr</p>
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Music Curriculum

<https://teachers.thenational.academy/subjects/music/key-stages/key-stage-2>

From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.

As such we have created a pathway that progressively builds pupils' **musical understanding**, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. **Knowledge** is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). **Skills** are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the **context** in which the music with which they engage was created and performed.

Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively

Oak National Academy Unit	Oak Academy Lessons
Pulse and Metre	https://teachers.thenational.academy/units/pulse-and-metre-28a5
Timbre	https://teachers.thenational.academy/units/timbre-5e51
Rhythm	https://teachers.thenational.academy/units/rhythm-18a4
Pitch	Coming soon
Structure	Coming soon
Musical Processes	Coming soon

RE Curriculum

<https://teachers.thenational.academy/subjects/religious-education/key-stages/key-stage-2>

RE is made up of a matrix of elements. These include:

- History: For example, being able to understand Christianity requires a knowledge of the historical context of Judaism and Israel.
- Beliefs: For example, the belief by Muslims that Muhammad is the last prophet.
- Practices: For example, the practice of Passover has grown out of the belief that God saved Jews from Egypt.
- Themes: For example, the beliefs and practices of Islam and Christianity and how this impacts contemporary views around Relationships and Family.
- Experiences: For example, how faith communities come together on a day to day basis and share a sense of identity grounded within their religion.

We believe that this offer gives a comprehensive grounding in the major religions and worldviews. However, we are aware that RE is commonly taught for one hour per week, meaning that we will aspire to add at least two additional units in each year group in the coming year. Such units will allow for more thematic approaches and explorations of key religious concepts such as worship, the concept of God, as well as Religion within the United Kingdom today.

Oak National Academy Unit	Oak Academy Lessons
Christianity	https://teachers.thenational.academy/units/christianity-90fd

RHE/PSHE Curriculum

<https://teachers.thenational.academy/subjects/rhe-pshe/key-stages/key-stage-2>

The RHE curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020. These units cover all of KS2

The curriculum for RHE is organised by themes and topics. These include:

- *Physical Health*
- *Mental Wellbeing*
- *Growing and Changing*
- *Keeping Safe;*
- *Families and Friendships*
- *Safe Relationships*
- *Respecting Ourselves and Others*

Oak National Academy Unit	Oak Academy Lessons
All around me	https://teachers.thenational.academy/units/all-around-me-cd61
Keeping safe	https://teachers.thenational.academy/units/keeping-safe-2054
Eat well, live well!	https://teachers.thenational.academy/units/eat-well-live-well-7109
Yes! It's our world, our wonderful world	https://teachers.thenational.academy/units/yes-its-our-world-our-wonderful-world-887a
Come to my aid!	https://teachers.thenational.academy/units/come-to-my-aid-50d2
Money matters	https://teachers.thenational.academy/units/money-matters-a4d3
PSHE current affairs. Being the Prime minister	https://teachers.thenational.academy/units/being-the-prime-minister-e2c4
Just say no!	Coming soon

