

# Year 3 Curriculum Overview

## AUTUMN TERM: ARTS AND HUMANITIES

### ENGLISH

'Atlas of Imaginary Places' by Mia Cassany (Picture book); 'Flotsam' by David Wiesner (Picture book); 'Lights on Cotton Rock' by David Litchfield (Science fiction); 'Big Blue Whale' by Nicola Davies (Non-fiction); 'Coming Home' by Michael Morpurgo (Narrative poem)

#### Reading

Apply growing knowledge of root words, prefixes and suffixes. Learn and use strategies for decoding longer words. Locate information by skimming and scanning. Read books that are structured in different ways. Retrieve and record information from non-fiction. Discuss the features of presentational devices. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry. Use appropriate terminology to discuss character and setting. Explain the meaning of words in context.

#### Writing

Transcribe by joining letters and understanding which letters are best left unjoined. Plan writing by examining writing similar to that which they are planning to write. Plan writing by discussing and recording ideas. Draft and write by composing sentences orally. Build a rich vocabulary and experiment with an increasing range of sentence structures. Create settings, characters and plot in narratives. Begin to use simple organisational devices in non-narrative material. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences that include words and punctuation taught so far. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud their own writing using appropriate intonation, tone and volume so that the meaning is clear.

#### Grammar and Punctuation

Use full stops, capital letters, exclamation marks and question marks. Write and punctuate statements, questions, exclamations and commands. Understand the terminology 'noun', 'adjective', 'adverb' and 'verb' and identify these word classes in text. Express time, place and cause using adverbs and conjunctions. Use commas to separate items in a list. Understand which letters are vowels and which are consonants. Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel. Use the suffix -ly to turn adjectives into adverbs. Understand that apostrophes are used to mark where letters are omitted in spelling (contraction). Use apostrophes to mark singular possession in nouns. Begin to use inverted commas to punctuate direct speech.

#### Spelling

Review Year 2 suffixes. Words from the Year 3/4 word list. The /i/ sound spelled with a 'y'. The /u/ sound spelled with 'ou'. The /ai/ sound spelled 'ai', 'eigh' or 'ey'. The un-, dis- and mis- prefixes. Adding suffixes. Spelling split digraphs.

### ART AND DESIGN

#### Architecture

Make marks, lines, textures and patterns with a small range of drawing implements. Apply a simple use of pattern and texture in a drawing. Create printing blocks using a relief or press printing method and given images. Create repeated prints. Comment on artwork using some visual language.

### MUSIC

#### Ballads

Listening to examples of ballads, develop understanding of ballads as a form of storytelling. Write lyrics for a ballad in response to an animation.

Creating compositions in response to an animation: Mountains

Building on knowledge of soundscapes, create compositions in response to an animation, building up layers of texture and considering dynamics, pitch and tempo throughout.

### SPANISH

#### I am Learning Spanish

Identify Spain on a map of the world. Highlight famous Spanish cities. Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. Listen to model role-plays and infer meaning. Count to ten in Spanish.

#### Christmas

Know popular Christmas vocabulary. Research Spanish Christmas traditions.

### HISTORY

#### How did the lives of Ancient Britons change during the Stone Age?

Describe the ways of life associated with the Stone Age and give reasons for those which are likely to be accurate and those that are anachronisms. Recognise that the Stone Age is a period of prehistory which began when the first modern humans arrived in Britain and ended with the beginning of the Bronze Age. Suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how people use beaches today. Explain how archaeologists use a great variety of artefacts to understand how ancient Britons lived during the Stone Age. Describe the likely features of Stone Age summer and winter camps in Britain and explain why they were required. Recognise, describe and compare and contrast the difference between historical facts and historical supposition. Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age.

#### What is the secret of the standing stones?

Describe the process of smelting bronze from copper and tin. Identify the likely use of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age. Offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer. Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain. Explain the purpose of monuments, both historically and modern day. Compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout. Explain the possible purpose of the stone monuments at Merrivale. Empathise through sharing the possible feelings of a visitor to a ceremony taking place at Merrivale during the Bronze Age. Based on knowledge and research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.



# Year 3 Curriculum Overview

## AUTUMN TERM: STEM

### COMPUTING

#### Online Detectives:

Evaluate work and improve its effectiveness · Search for and use information from a range of sources · Make exact searches on the world wide web · Analyse information and make accurate searches.

#### My Digital Life:

Be aware of what I should be sharing online and where to go for help if I need it · Understand the impact technology can have on health, well being and lifestyle · Understand the need for copyright and the consequences of ignoring it.

#### E-Safety – Friends:

Understand the difference between real-life friends and online only friends.

### DESIGN AND TECHNOLOGY

#### Structures: Castles

Plan for manufacture · Establish and use a design criteria to help focus and evaluate work · Use more demanding practical skills (paper engineering / paper folding techniques) · Evaluate own and other's final product · Apply understanding of how to strengthen, stiffen and reinforce more complex structures.

### MATHEMATICS

#### Number and Place Value: Numbers to 1000

Learn to count in 100s and understand the place value · Understand how many 100s are needed to make a 1000 · Compose and decompose numbers consisting of 100s, 10s and 1s · Understand the value of each digit in a 3-digit number · Be able to compare and order numbers · Be able to count in 50s · Recognise, describe and continue a number pattern · Be able to recognise, describe and complete complicated number patterns · Be able to count in 4s and 8s · Use problem solving skills.

#### Calculations: Addition and Subtraction

Understand commutative law and the corresponding addition and subtraction facts · Understand simple addition · Add multiples of 10 and 100 to a 3-digit number · Add two 3-digit numbers · Add with renaming in ones and tens · Do simple subtraction by taking away a single-digit number from a 2-digit number without renaming · Do simple subtraction by taking away a single-digit number from a 3-digit number without renaming · Subtract multiples of 10, up to 90, from a 3-digit number · Subtract hundreds from a 3-digit number · Understand simple subtraction of a 3-digit number by another 3-digit number with no renaming · Subtract with renaming in hundreds, tens and ones · Subtract a 3-digit number with zeros · Solve addition and subtraction problems using the Bar Model · Solve complicated problems involving addition and subtraction ·

#### Calculations: Multiplication and Division

Multiply by 3 · Multiply by 4 · Multiply by 8 · Divide by 3 · Divide by 4 and 8 · Find relationships between multiplication and division · Solve word problems with multiplication · Solve word problems that involve division.

#### Calculations: Further Multiplication and Division

Multiply multiples of 10 by a 1-digit number · Multiply any 2-digit number by a single-digit number · Multiply with regrouping · Understand simple division of a 2-digit number by a 1-digit number · Divide where there is a need to regroup · Use long division to divide · Solve more complex word problems · Create word problems.

### SCIENCE

#### Materials: Rocks

Compare and group different kinds of rocks based on their appearance and physical properties · Describe how fossils are formed · Explain what soil is made from.

#### Physical processes: Light and Shadow

Explain why we need light to see things · Explain that dark is the absence of light · Tell you why the sun is dangerous to the eyes · Tell you how shadows are formed · Tell you about reflected light · Tell you why shadows are sometimes long and sometimes short.

#### Working scientifically

Ask questions and conduct experiments to answer them · Set up a fair practical experiment · Take accurate measurements using data loggers and rulers · Record what has been found out using scientific vocabulary · Use results to draw conclusions · Use evidence from own and other people's experiments to support what has been found.



# Year 3 Curriculum Overview

## AUTUMN TERM: PERSONAL DEVELOPMENT

### RE

#### KEY THEMES:

Family  
Belonging  
Love

#### TOPICS:

Homes (Domestic Church)  
Hinduism (Other Faiths)  
Promises (Baptism/Confirmation)  
Judaism (Other Faiths)  
Visitors (Advent/Christmas)

#### STANDARDS:

Retell a narrative that is accurate in its sequence and details (and that corresponds to the scripture source used).

Describe and give reasons for: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; different roles of people in the local, national and universal Church.

Use religious words and phrases with accuracy, in context.

Ask and respond to questions about own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Describe and give reasons for feelings and beliefs that affect behaviour.

Use a given source to support a point of view.

Express and point of view or preference.

### PSHE/RSHE

#### Me and My Relationships

Explain why we have rules. Explore why rules are different for different age groups, in particular for internet-based activities. Suggest appropriate rules for a range of settings. Consider the possible consequences of breaking the rules.

Explain some of the feelings someone might have when they lose something important to them and that these are normal and a way of dealing with the situation.

Define and demonstrate cooperation and collaboration. Identify the different skills that people can bring to a group task. Demonstrate how working together in a collaborative manner can help everyone to achieve success. Rehearse and demonstrate simple strategies for resolving given conflict situations.

Explain what a dare is. Understand that no-one has the right to force them to do a dare. Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.

Express opinions and listen to those of others. Consider others' points of view. Practise explaining the thinking behind their ideas and opinions.

Identify qualities of friendship. Suggest reasons why friends sometimes fall out. Rehearse and use, now or in the future, skills for making up again.

#### Valuing Difference

Recognise that there are many different types of family. Understand what is meant by 'adoption', 'fostering' and 'same-sex relationships'.

Define the term 'community'. Identify the different communities that they belong to. Recognise the benefits that come with belonging to a community.

Give examples of respectful language and how to challenge another's viewpoint respectfully.

Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.

Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling. Understand and explain some of the reasons why different people are bullied. Explore why people have prejudiced views and understand what this is.

### PE

**Ball Skills:** Develop confidence and accuracy when tracking a ball. Explore and develop a variety of throwing techniques. Develop catching skills using one and two hands. Develop dribbling a ball with hands. Use tracking, sending and dribbling skills with feet.

**Tag Rugby:** Develop throwing, catching and running with the ball. Develop an understanding of tagging rules. Begin to use the 'forward pass' and 'off side' rule. Dodge a defender and move into space when running towards the goal. Develop defending skills and use them in a game situation.

**Gymnastics:** Create interesting point and patch balances. Develop stepping into shape jumps with control. Develop the straight, barrel, and forward roll. Transition smoothly into and out of balances. Create a sequence with matching and contrasting actions and shapes. Create a partner sequence incorporating equipment.

**Handball:** Begin to throw and catch while on the move. Learn how to move towards goal or away from a defender. Develop accuracy when shooting. Apply individual and team defending skills. Use a change of direction and speed to lose a defender and move into space. Maintain possession when in attack.



# Year 3 Curriculum Overview

## SPRING TERM: ARTS AND HUMANITIES

### ENGLISH

'Peter Pan' by J.M. Barrie (Classic Fiction); 'Dragonology' by Dugald Steer (Fantasy information text); 'The Lion, the Witch and the Wardrobe' by C.S. Lewis (Fantasy novel)

#### Reading

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Retrieve and record information from non-fiction. Explore features of non-fiction e.g. contents and index pages. Begin to recognise fact and opinion in non-fiction texts. Read books that are structured in different ways. Draw inferences, such as inferring characters' feelings from their actions. Justify inferences with evidence from the text. Use appropriate terminology to discuss character, setting and plot. Predict what might happen from details stated.

#### Writing

Transcribe by joining letters and understanding which letters are best left unjoined. Plan writing by examining writing similar to that which they are planning to write. Plan writing by discussing and recording ideas. Draft and write by composing sentences orally. Build a rich vocabulary and experiment with an increasing range of sentence structures. Create settings, characters and plot in narratives. Begin to use simple organisational devices in non-narrative material. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences that include words and punctuation taught so far. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud their own writing using appropriate intonation, tone and volume so that the meaning is clear.

#### Grammar and Punctuation

Express time, place and cause using prepositions. Know the term 'subordinate clause'. Identify a subordinate clause in a sentence. Recognise the conjunctions that can be used to make a subordinate clause. Know the term 'word family'. Identify and use words which belong to the same family. Use expanded noun phrases for description and specification. Make the correct choice of present or past tense and use it consistently in writing. Use the progressive form of verbs in the present and past tense to show actions in progress.

#### Spelling

Review Autumn objectives · Words from the Year 3/4 word list · The prefix re- · The prefix super- · The prefixes anti- and sub- · The prefix auto- · The prefix inter- · Homophones and near homophones.

### ART AND DESIGN

#### Oceans

Use watercolour paint to produce washes · Make marks, lines, textures and patterns with a growing range of drawing implements · Design and make models from observation, imagination and research of famous sculptures · Create original pieces that are influenced by studies of others · Develop ideas from given starting points.

### MUSIC

Developing singing techniques and keeping in time: The Vikings

Develop singing skills · Learn to recognise staff notation.

Pentatonic melodies and composition: Chinese New Year

Listen to the story of Chinese New Year · Revise key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.

### SPANISH

#### Phonetics

Pronounce the key sounds of the Spanish alphabet.

#### Animals

Read, listen to, say and spell popular animals · Begin to understand gender and use the correct indefinite article · Use the first person singular of the verb 'to be'.

### GEOGRAPHY

Why do so many people in the world live in megacities?

Describe the key features of cities and suggest why people live in cities of such high density · Describe and explain the distribution of megacities across the continents of the world · Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants · Locate the 10 cities in the UK with the largest populations and compare and contrast these with the 10 fastest-growing cities in the country · Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom · Locate the largest cities in South America · Describe the features of the city of Brasilia · Explain and conclude why the Brazilian government built a new capital city in 1960 · Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant · Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.

Beyond the Magic Kingdom: What is the sunshine state really like?

Explain the function and attraction of theme parks and in particular the Magic Kingdom, Florida · Identify, compare and contrast the constituent states of the USA; recognise and describe geographical features of one state other than Florida · Draw conclusions about the pattern of the origin of visitors to the Magic Kingdom from countries around the world · Recognise the features of a peninsula; compare and contrast the Floridian peninsula with a number of peninsulas · Recognise the key human and physical features of the Kennedy Space Centre and explain the geographical reasons for its location · Explain why sea turtles which live in the waters around Florida are endangered · Compare and contrast the climate of the UK and Florida and explain the differences in relation to temperature and sunshine hours · Explain how hurricanes form and why they present such a threat to the people of Florida · Locate, describe and explain why the Everglades are a National Park.



# Year 3 Curriculum Overview

## SPRING TERM: STEM

### COMPUTING

#### My Dancing Robot

Use repeat commands to improve programs · Create own sprite in Scratch · Identify bugs (errors) in code and predict outcomes.

#### Rainforests

Explain what copyright is and why we have copyright · Create a simple game and explain how I did it to others.

#### E-Safety: Time online

Understand how spending too much time online can be detrimental to health.

### DESIGN AND TECHNOLOGY

#### Mini project

Understand how key events and individuals in design and technology have helped shape the world.

### SCIENCE

Animals including humans: Moving, growing, skeleton, muscles

Name the different food groups and understand a balanced diet · Compare the diets of different animals · Explain why the skeleton is important · Name parts of the skeleton · Identify and group animals with and without skeletons · Explain what a joint is and describe different types · Explain what muscles are and why they are important.

#### Working scientifically

Record what has been found out using scientific vocabulary · Write what has been found out in a report · Present what has been found to the class · Use results to draw conclusions · Explain what is different, what has stayed the same and what has changed in an experiment.

### MATHEMATICS

#### Measurement: Length

Use metres and centimetres to measure objects · Write length in centimetres by converting metres · Convert between kilometres and metres · Compare two lengths · Solve measurement-related word problems · Solve further problems associated with length using division · Create and solve own word problems.

#### Measurement: Mass

Measure mass using weighing scales and compare the mass of objects using g and kg · Use weighing scales to measure mass when the mass is between multiples of 100g · Read values on a scale which are 1 kg or more · Weigh heavier items where the units in the scales represent 200g each · Solve word problems relating to mass with the four operations · Work out the value of each small marking on a scale and to estimate the mass of objects.

#### Measurement: Volume

Measure volume and capacity in millilitres · Measure volume using millilitres and litres · Measure volume from a "homemade" bottle with markings · Solve basic word problems related to volume · Solve two-step word problems.

#### Measurement: Money

Use simple addition to count amounts of money · Name amounts of money including coins above 100p · Regroup and rename 100p as £1 as a key strategy · Find multiple ways of showing an amount of money · Add money by adding together the pounds and pence separately · Learn the 'make a pound' strategy with number bond diagrams · Use multiple methods for subtracting amounts of money · Split pounds and pence simultaneously when subtracting amounts of money · Learn the counting on strategy for calculating change · Solve word problems involving money using bar modelling as the key strategy · Use part-whole bar models to represent word problems.

#### Measurement: Time

Use the terms 'am' and 'pm' correctly to identify morning or afternoon/evening · Learn to tell time to the minute · Understand the relationship between the minute hand and hour hand · Determine how many seconds are in a minute · Compare analogue and digital time · Represent time using both analogue and digital methods · Tell time before the hour using the hour and minute hands · Learn to tell time using 24-hour notation · Use analogue time and 24-hour notation interchangeably · Tell the time on an analogue clock using Roman numerals · Measure time in seconds and milliseconds using a stopwatch · Count backwards in time by the hour · Measure the passage of time in minutes using an analogue clock and timeline · Measure time to the minute when it crosses into the next hour · Use number bonds and timelines to calculate the passage of time · Use multiplication to calculate the number of seconds in a number of minutes · Convert seconds into minutes using number bonds · Calculate the number of days in a month · Learn which months have 31, 30 and 28/29 days.



# Year 3 Curriculum Overview

## SPRING TERM: PERSONAL DEVELOPMENT

### RE

#### KEY THEMES:

Community  
Relating  
Giving

#### TOPICS:

Journeys (Local Church)  
Listening and Sharing (Eucharist)  
Giving All (Lent/Easter)

#### STANDARDS:

Retell a narrative that is accurate in its sequence and details (and that corresponds to the scripture source used).

Describe and give reasons for: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; different roles of people in the local, national and universal Church.

Use religious words and phrases with accuracy, in context.

Ask and respond to questions about own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Describe and give reasons for feelings and beliefs that affect behaviour.

Use a given source to support a point of view.

Express and point of view or preference.

### PSHE/RSHE

#### Rights and Responsibilities

Define what a volunteer is. Identify people who are volunteers in the school community. Recognise some of the reasons why people volunteer.

Identify key people who are responsible for them to stay safe and healthy. Suggest ways they can help these people.

Understand the difference between 'fact' and 'opinion'. Understand how an event can be perceived from different viewpoints.

Define what is meant by the environment. Evaluate and explain different methods of looking after the school environment.

Understand the terms 'income', 'saving' and 'spending'. Recognise that there are times we can buy items we want and times when we need to save for items. Suggest items and services around the home that need to be paid for.

Explain that people earn their income through their jobs. Understand that the amount people get paid is due to a range of factors.

#### Being My Best

Explain how each of the food groups on the Eatwell Guide benefits the body. Explain what is meant by the term 'balanced diet'. Give examples what foods might make up a healthy balanced meal.

Explain how some infectious illnesses are spread from one person to another. Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses. Suggest medical and non-medical ways of treating an illness.

Develop skills in discussion and debating an issue. Demonstrate their understanding of health and wellbeing issues that are relevant to them. Empathise with different viewpoints. Make recommendations, based on their research.

Identify their achievements and areas of development. Recognise that people may say kind things to help us feel good about ourselves. Explain why some groups of people are not represented as much on television/in the media.

Understand and explain how the brain sends and receives messages through the nerves.

Explain some of the different talents and skills that people have and how skills are developed. Recognise their own skills and those of other children in the class.

### PE

**Fundamentals:** Develop balancing, understanding the importance of this skill. Understand how to change speed and demonstrate good technique when running at different speeds. Demonstrate a change of speed and direction to outwit others. Develop technique and control when jumping, hopping and landing. Develop skipping in a rope.

**Tennis:** Develop racket and ball control. Return the ball using a forehand groundstroke. Rally using a forehand. Develop the two handed backhand. Learn how to score. Develop playing against an opponent.

**Dance:** Create actions in response to a stimulus and move in unison with a partner. Create actions to move in contact with or interact with a partner. Understand how dynamics affect the actions performed. Select and use actions to represent an idea. Remember and repeat actions, using dynamics to clearly show different phrases. Use space and timing to add interest. Understand and use formations, choosing poses which relate to the stimulus. Use transitions and changes of timing to move into and out of shapes.

**Hockey:** Develop sending the ball with a push pass. Develop receiving the ball. Dribble using the reverse stick (Indian dribble). Move into space after passing the ball. Use an open stick tackle. Apply defending and attacking principles and skills in a hockey tournament.



# Year 3 Curriculum Overview

## SUMMER TERM: ARTS AND HUMANITIES

### ENGLISH

'Arthur and the Golden Rope' by Joe Stanton (Adventure fiction); 'Curiosity - The Story of a Mars Rover' by Markus Mottum (Picture book/Science fiction); WALL-E (Film); 'Love' by Matt De La Pena (Picture book)

#### Reading

Discuss words and phrases that capture the reader's interest and imagination. Discuss overall themes such as triumph of good over evil. Use appropriate terminology to discuss character, setting and plot. Retrieve and record information from non-fiction. Use dictionaries to check the meaning of words that they have read. Identify main ideas drawn from more than one paragraph and summarise these. Read books that are structured in different ways. Learn the conventions of different types of writing. Draw inferences, such as inferring characters' feelings from their actions. Justify inferences with evidence from the text.

#### Writing

Increase the legibility, consistency and quality of their handwriting. Plan writing by examining writing similar to that which they are planning to write. Plan writing by discussing and recording ideas. Draft and write by composing sentences orally. Build a rich vocabulary and experiment with an increasing range of sentence structures. Begin to organise paragraphs around a theme. Create settings, characters and plot in narratives. Begin to use simple organisational devices in non-narrative material. Use the initial letters of a word to check its spelling in a dictionary. Write from memory simple sentences that include words and punctuation taught so far. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud their own writing using appropriate intonation, tone and volume so that the meaning is clear.

#### Grammar and Punctuation

Use the present perfect form of verbs instead of the simple past. Use a thesaurus to extend vocabulary. Use synonyms found in a thesaurus as part of the editing and improving process in writing. Know the rules for changing singular nouns to plural. Understand and begin to use paragraphs as a way of grouping related material. Use headings and subheadings to aid presentation. Recognise and understand the terminology learned in Years 2 and 3.

#### Spelling

Review of Spring objectives · Words from the Year 3/4 word list · The -ly suffix · The suffixes -ally and -ation · Suffixes (vowel letters) · The -sion and -tion endings · The in- and il- prefixes · The im- and ir- prefixes.

### ART AND DESIGN

#### Portraits

Mix colours and know which primary colours make secondary colours · Mix shades and tints of a single colour with increasing confidence · Begin to use light and dark in drawings and paintings · Explore facial proportion · Begin to apply paint with a range of implements · Begin to mix colours effectively · Experiment with some collage techniques such as tearing, overlapping and layering · Use collage as a means of collecting ideas and information and building a visual vocabulary · Replicate some of the techniques used by notable artists.

### MUSIC

#### Jazz

Learn how the jazz music has evolved over time, and learn how to compose and perform a piece with swung quavers.

Traditional instruments and improvisation: Around the world: India

Learn about traditional Indian music, including the rag and the tal, identifying instruments used and creating own improvisations in this style.

### SPANISH

#### Fruit

Name and recognise up to 10 fruits in Spanish and use the correct article · Spell some of these nouns · Ask somebody in Spanish if they like a particular fruit · Give an opinion by saying what fruits they like and dislike.

#### Vegetables

Name and recognise up to 10 vegetables in Spanish and use the correct article · Spell some of these nouns · Know simple vocabulary to facilitate a role play about buying vegetables from a market stall · Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.

### HISTORY

How do artefacts help us understand the lives of people in Iron Age Britain?

Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today · Suggest how an Iron Age hill fort might have appeared when first constructed · Describe the main features of an Iron Age round-house and suggest reasons for the purpose of artefacts found within them · Compare and contrast their own reconstruction with that which professional archaeologists have produced based on available evidence · Interpret a range of evidence to generate reasons why Iron Age Britain was often a violent time · Recognise and describe the importance of Iron Age stators and understand how archaeologists suggest they were used by people over 2,000 years ago · Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation · Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.

How did the arrival of the Romans change Britain?

Identify the countries which formed the Roman Empire prior to invasion of Britain · Understand the motives for Emperor Claudius to occupy Britain in AD 43 · Interpret primary sources to describe the appearance of Boudica and make a judgment about her harsh treatment by the Romans · Compare and contrast the armies of Boudica and the British Roman governor Paulinus; predict the likely outcome of their battle · Distinguish between historical evidence and legend/folklore · Explain what letters written in the first century tell us about the lives of high-status and wealthy Romans · Describe the main design features of Hadrian's Wall and explain why Emperor Hadrian ordered its construction in AD 122 · Identify and describe the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built · Describe what a gladiator was and what occurred at gladiatorial games.



# Year 3 Curriculum Overview

## SUMMER TERM: STEM

### COMPUTING

#### Keyboard adventures

Know how to improve keyboard skills and use shortcuts.

#### E-Safety: Passwords

Identify the steps that can be taken to keep personal information secure.

### DESIGN AND TECHNOLOGY

#### Textiles: Cushions

Design for a purpose · Sew cross stitch and use applique · Compare finished pieces to designs · Understand that fabrics can be layered for effect · Know different stitch types.

### SCIENCE

#### Plants

Explain what the roots of a plant do · Explain what the stem or trunk of a plant does · Explain what the leaves of a plant do · Explain what the flowers of a plant do · Explain why different plants need different amounts of light, water and heat to grow and stay healthy · Explain how water is transported inside plants · Know about the life cycle of a flowering plant.

#### Physical processes: Electricity

Tell you some appliances that run on electricity · Build a series electrical circuit and identify each element · Tell you, by looking, whether a light will switch on in a circuit · Tell you about how switches work in a circuit · Tell you a list of common conductors · Tell you a list of common insulators · Tell you why metal is a good conductor.

#### Working scientifically

Ask questions and conduct experiments to answer them · Set up a fair practical experiment · Take accurate measurements using thermometers · Record what has been found using scientific vocabulary · Use results to draw conclusions.

### MATHEMATICS

#### Statistics: Picture and Bar Graphs

Construct picture graphs from a set of data · Present data with pictures that represent more than 1 item · Construct bar graphs from a set of data · Use proportion to reflect precise difference in quantity · Read and interpret information from a bar graph · Use and understand vocabulary related to bar graphs · Read bar graphs where the scale is not a multiple of all quantities measured · Read bar graphs where the scale is made up of larger increments.

#### Fractions, Decimals and Percentages: Fractions

Count in tenths · Recognise tenths and be able to determine how many tenths are shaded · Make number pairs to create 1 · Add fractions with the same denominator · Subtract fractions with the same name · Find equivalent fractions through paper folding and shading, concrete objects and pictorial representations · Place fractions on a number line · Find the simplest fraction using visualisation and concrete materials · Find equivalent fractions using multiplication and division · Compare one half and one quarter · Compare other fractions with different names using pictorial representations and number lines · Simplify fractions after adding them · Simplify fractions after they have been subtracted · Subtract fractions from a whole amount · Determine a fraction of a whole number using pictorial representations · Find a fraction of a whole number using pictorial representations, multiplication and concrete objects · Show more than 1 whole after sharing a number of items equally · Apply bar modelling to represent fractions in word problems · Use bar models to solve word problems involving one half · Use bar models to solve word problems involving one third and one fifth.

#### Geometry—Properties of Shapes: Angles

Learn what makes up an angle and identify angles in objects · See angles on the inside and outside of objects · Find angles, including right angles, in shapes · Determine the relationship between the number of angles in a shape and the number of sides · Compare angles using the terms 'right' angle and 'acute' angle · Identify acute angles as smaller angles than right angles · Recognise and define an obtuse angle · Make turns using vocabulary linked to angles.

#### Geometry—Properties of Shapes: Lines and Shapes

Identify, define and create perpendicular lines · Find perpendicular lines in everyday objects · Identify, define and create parallel lines · Find parallel lines in everyday objects · Define and identify vertical and horizontal lines · Find vertical and horizontal lines in the real world · Describe 2-D shapes using familiar vocabulary about lines and angles · Draw 2-D shapes and create 3-D shapes using nets · Use vocabulary related to 3-D shapes and their properties.

#### Measurement: Perimeter of Figures

Determine the perimeter of basic shapes · Measure the perimeter of a shape using 1cm and 2cm grid paper · Create shapes with a specific perimeter · Use a ruler to measure the length of the side of the shape in order to calculate the perimeter · Calculate the perimeter of a rectangles and squares using multiplication and addition · Calculate the perimeter of a rectangle using properties of shapes · Calculate the perimeter of a rectangle when a square piece has been removed · Determine the lengths of sides that are not marked based on information about the piece removed.





# Year 3 Curriculum Overview

## SUMMER TERM: PERSONAL DEVELOPMENT

### RE

#### KEY THEMES:

Serving  
Inter-relating  
World

#### TOPICS:

Energy (Pentecost)  
Choices (Reconciliation)  
Special Places (Universal Church)

#### STANDARDS:

Retell a narrative that is accurate in its sequence and details (and that corresponds to the scripture source used).

Describe and give reasons for: a range of religious beliefs; those actions of believers which arise as a consequence of their beliefs; the life and work of key figures in the history of the People of God; different roles of people in the local, national and universal Church.

Use religious words and phrases with accuracy, in context.

Ask and respond to questions about own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose.

Describe and give reasons for feelings and beliefs that affect behaviour.

Use a given source to support a point of view.

Express and point of view or preference.

### PSHE/RSHE

#### Keeping Myself Safe

Identify situations which are safe or unsafe. Identify people who can help if a situation is unsafe. Suggest strategies for keeping safe.

Define the words danger and risk and explain the difference between the two. Demonstrate strategies for dealing with a risky situation.

Identify risk factors in given situations. Suggest ways of reducing or managing those risks.

Evaluate the validity of statements relating to online safety. Recognise potential risks associated with browsing online. Give examples of strategies for safe browsing online.

Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. Recognise and describe appropriate behaviour online as well as offline. Identify what constitutes personal information and when it is not appropriate or safe to share this. Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

Demonstrate strategies for assessing risks. Understand and explain decision-making skills. Understand where to get help from when making decisions.

Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

#### Growing and Changing

Taught through RSHE programme: 'Journey in Love'

### PE

**Rounders:** Play different roles in a game and think tactically. Develop the bowling action and learn the rules of bowling. Run around the outside of bases, making decisions about stopping and running. Field a ball using a two handed pick up. Develop batting technique and an understanding of where to hit the ball.

**Cricket:** Develop overarm throwing and catching. Develop underarm bowling. Learn how to grip the bat and develop batting technique. Develop overarm bowling technique.

**Dodgeball:** Learn the rules of dodgeball and apply them to a game situation. Throw at a moving target. Use jumps, dodges and ducks to avoid being hit. Develop catching a dodgeball at different heights. Learn how to block using the ball.

**Athletics:** Develop the sprinting technique. Develop changeover in relay events. Develop jumping technique in a range of approaches and take off positions. Throw for distance and accuracy. Develop officiating and performing skills.

