

Year 3 Curriculum Overview

AUTUMN TERM: ARTS AND HUMANITIES

ENGLISH

Reading

Apply knowledge of root words, prefixes and suffixes. Use strategies for decoding longer words. Read further common exception words. Read books that are structured in different ways. Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. Justify views about what has been read. Predict what might happen from details stated and implied. Retrieve and record information from non-fiction. Use contents pages and indexes to locate information. Identify how language, structure and presentation contribute to meaning.

Writing

Transcribe by joining letters and understanding which letters are best left unjoined. Plan by examining similar writing. Plan 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 the writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud writing using appropriate intonation, tone and volume so that the meaning is clear.

Grammar and Punctuation

Use and punctuate sentences with different forms: statement, question, exclamation and command. Know the function of nouns, adjectives, adverbs and verbs, and identify these in sentences. Use knowledge of the alphabet and the first two or three letters of a word to locate it in a dictionary. Understand which letters are vowels and which are consonants. Use the forms a or an according to whether the next word begins with a consonant or a vowel. Know the rules for changing singular nouns to plural. Make the correct choice of present or past tense and use it consistently in writing. Use the present perfect form of verbs instead of the simple past.

Spelling

Review and remember how to spell words ending in -ed, -ing, -er and -est. Review and remember how to spell words ending in -ness, -ment, -ful and -less. Spell a selection of words from the statutory Y3/4 list. Spell words where the /i/ sound is written as 'y'. Spell words where the /u/ sound is written as 'ou' and recognise other sounds made by this vowel digraph. Spell words where the /ai/ sound is written as 'ei', 'eigh' or 'ey'. Modify root words by adding the prefixes un-, dis- and mis-. Know when to double the final consonant of a root word before adding a suffix. Spell words where the long vowel sound is made by a split digraph.

Editing

Proof-read for basic sentence punctuation. Proof-read for spelling errors. Proof-read for basic transcription errors.

Handwriting

Write legibly and consistently in terms of size and shape/formation, ensuring capital letters are the correct size relative to lower case and writing is spaced sufficiently.

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.

SPANISH

I am Learning Spanish

Identify Spain and some other Spanish-speaking countries on a world map · Locate Madrid and other famous Spanish cities · Ask how someone is feeling and give a reply · Say my name · Know ten colours in Spanish · Count to ten in Spanish · Read and pronounce the sounds ch, j, ñ, ll and rr.

Phonetics

Learn the alphabet in Spanish · Say vowel sounds with correct pronunciation.

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

Composing Emails

Explore the different advanced features of Microsoft Word. Use these skills to compose an email.

Introduction to Coding

Know how to code, debug and predict using simple blocks on code.org.

E-Safety: Friends

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

DESIGN AND TECHNOLOGY

Structures: Castles

Design a castle with key features to appeal to a specific person or purpose. Draw and label a design using 2-D shapes. Design or decorate a castle tower using CAD software. Construct a range of 3-D geometric shapes using nets. Create special features for individual designs. Make facades from a range of recycled materials. Evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Suggest modifications for individual designs. Understand that wide and flat based objects are more stable. Understand the importance of strength and stiffness in 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

BRANCH ONE: CREATION AND COVENANT

The first account of Creation (Genesis 1: 1-24) Extracts from Psalms 8 and 19
Laudato Si 66 and 88

Pupils will know that creation stories in Genesis use symbolism to explain the relationship between God, human beings and the world.

Pupils will know the Church teaches that God is the Creator of the Universe who made everything out of free and unselfish love; that all human beings are made in God's image, have dignity and are created equal; how human beings' image God through care for each other and for Creation.

Pupils will know how the praise of Creation is expressed in the prayer and Liturgy of the Church.

Pupils will know ways in which we can show care for God's world (stewardship) as part of our care for each other, and ways in which people can give thanks for the blessing of Creation, including spending time in prayer.

BRANCH TWO: PROPHECY AND PROMISE

Isaiah 7: 14 Matthew 1: 18-25 Luke 1: 26-38

Pupils will know why Christians go to Mass on Sunday and how Catholics celebrate Mass.

Pupils will know the Church teaches that Sunday is the day of the Resurrection of Jesus so Christians gather on Sunday to celebrate Mass where they listen to the words of holy scripture and meet Jesus in Holy Communion; the Liturgy of the Word includes readings from the Old Testament and the New Testament; Jesus' birth was foretold by the prophets; Joseph listened to the angel and opened his heart to the Holy Spirit.

Pupils will know how Catholics use some signs, actions, prayers and symbols to celebrate Mass; some of the responses Catholics say at Mass; how Advent hymns celebrate Jesus as the coming Messiah.

Pupils will know some ways that Christians prepare for the coming of Christ during Advent and representations in art around the world, connecting to the prophecies of Christ's coming.

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.

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.

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.

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.



Year 3 Curriculum Overview

SPRING TERM: ARTS AND HUMANITIES

ENGLISH

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. Read books that are structured in different ways. Justify views about what has been read. Draw inferences, such as inferring characters' feelings from their actions. Predict what might happen from details stated and implied. Justify inferences with evidence from the text. Recognise some different forms of poetry.

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 commas to separate items in a list. Use expanded noun phrases for description and specification. Express time, place and cause using conjunctions. Express time, place and cause using adverbs. Express time, place and cause using prepositions. Begin to use paragraphs as a way of grouping related material. Understand that apostrophes are used to mark where letters are missing in spelling (contraction).

Spelling

Spell a selection of words from the statutory Y3/4 list. Revise previously taught spelling rules. Modify root words by adding the prefix re- and know how this alters meaning. Modify root words by adding the prefix super- and know how this alters meaning. Modify root words by adding the prefixes anti- and sub- and know how these alter meaning. Modify root words by adding the prefix auto- and know how this alters meaning. Modify root words by adding the prefix inter- and know how this alters meaning. Choose the correct homophone.

Editing

Evaluate and edit by removing or improving vocabulary that is repetitive, unnecessary or unsuitable. Edit by linking and extending sentences with conjunctions.

Handwriting

Write by understanding which letters when adjacent to each other are best left unjoined and use the diagonal and horizontal strokes that are needed to join letters.

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

Traditional instruments and improvisation (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 ten 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.

I know how...

Recognise some common Spanish verbs/activities. Use the conjunctions y (and) and pero (but). Understand that 'se' (I know how) is the first person conjugation of the verb 'saber' (to know how). Put phrases in the negative using the structure, 'no se'. Know that 'h' is a silent letter.

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

Programming using Scratch Jr.

Use the Scratch Jr app to write block code for several different projects.

Altering Media

Examine and explain the skills behind taking a good photograph and how these photos can be edited in various ways.

E-Safety: Time online

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

DESIGN AND TECHNOLOGY

Digital World: Wearable Technology

Problem-solve by suggesting which features on a Micro:bit may be useful. Draw and manipulate 2-D shapes using computer-aided design. Develop design ideas through annotated sketches. Develop design criteria to respond to a brief. Follow a list of design requirements. Write a program to control and monitor that will initiate a flashing LED algorithm. Analyse and evaluate existing wearable technology. Use feedback from peers to improve a design. Understand that, in programming, a loop is code that repeats something again and again until stopped. Know that a Micro:bit is a pocket-sized, codable computer. Know that a simulator is able to replicate functions of an existing piece of technology.

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

BRANCH THREE: GALILEE TO JERUSALEM

The centurion's servant (Matthew 8: 5-13) Cure of a paralytic (Matthew 9: 1-8)

Matthew 13:4-17 Matthew 13:33 Matthew 13: 44-46

The visit of the Magi (Matthew 2:1-12)

Pupils will know the Church teaches that the Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world; the kingdom of God begins in all those who open their hearts to God's love; the miracles that Jesus worked expressed his love for all people and were signs that the kingdom of God was beginning; Jesus' parables show the choices people must make to accept his invitation to the kingdom.

Pupils will know that praying the 'Our Father' helps Christians to continue to build the kingdom begun with Jesus.

Pupils will know about the life of a saint who worked to build the kingdom of God.

BRANCH FOUR: DESERT TO GARDEN

Matthew 14: 13-21 Matthew 26: 26-29

Extracts from a Eucharistic Prayer

Pupils will know that Jesus showed his love at the Last Supper by giving the gift of himself transformed into bread and wine, and made his apostles priests of his promise when he told them to 'Do this in remembrance of me'.

Pupils will know the Church teaches that a sacrament is a meeting point where people are blessed by God and become closer to the community of the Church; the Eucharist is a sacrament in which Jesus offers his life for the salvation of the world; Jesus instituted the Eucharist at the Last Supper; people give themselves to Jesus when they receive the Eucharist.

Pupils will know some prayers and responses Catholics say during Mass and during the Eucharistic prayer, and some ways people celebrate their first Eucharist.

Pupils will know how Catholics are called to live Eucharist by following Jesus' example and some different cultural practices associated with Holy Week.

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

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.

Basketball: Understand the role of an attacker when in possession. Learn how to maintain possession whilst dribbling. Develop passing and moving. Understand the role of the defender and explore ways to gain possession. Understand that scoring goals is an attacking skill and learn how to do this. Apply knowledge and skills to compete in a tournament.

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.

Drumba (Agility and Creativity): Play and move in time using a variety of new, challenging rhythms and ideas. Raise heart rate for a sustained period of time. Identify and describe ways in which we can promote healthy exercise habits and think positively about physical activity. Perform and recall several concepts from the unit with use of appropriate terminology.



Year 3 Curriculum Overview

SUMMER TERM: ARTS AND HUMANITIES

ENGLISH

Reading

Retrieve and record information from non-fiction. Use a dictionary to check the meaning of words. Identify the themes and conventions in a wide range of books (e.g. the triumph of good over evil). Justify views about what has been read. Read books that are structured in different ways. Learn the conventions of different types of writing. Predict what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning. Draw inferences and justify these with evidence. Discuss words and phrases that capture the reader's interest and imagination.

Writing

Increase the legibility, consistency and quality of their handwriting. Plan by examining similar writing. Plan 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 writing and suggesting improvements. Edit by proposing changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud writing using appropriate intonation.

Grammar and Punctuation

Use apostrophes to mark singular possession in nouns. Understand the terminology 'inverted commas', 'speech marks' and 'direct speech' and use inverted commas to punctuate direct speech. Identify a subordinate clause and recognise the conjunctions that can be used to construct a subordinate clause. Know the term 'word family' and identify words which belong to the same family. Use headings and subheadings to aid presentation.

Spelling

Revise previously taught spelling rules. Spell a selection of words from the statutory Y3/4 list. Convert adjectives ending in 'y' to adverbs using the -ly suffix. Convert adjectives ending in '-le' to adverbs using the -ly suffix. Modify root words using the suffixes -ally and -ation, and know how these alter the word's function. Know when to alter the spelling of the root word if adding a suffix that begins with a vowel (-ing, -ed, -en, -ation, -er, -est). Use -sion and -tion to form the /shun/ sound and know which spelling to choose. Modify root words by adding the prefix in-/il- and know how this alters meaning. Modify root words by adding the prefix im-/ir- and know how this alters meaning.

Editing

Proof-read for spelling errors. Edit by proposing changes to vocabulary. Edit and extend sentences using subordinate clauses. Proof-read for punctuation errors.

Handwriting

Consolidation of Autumn and Spring objectives, and developing writing speed

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

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

Little Red Riding Hood

Listen attentively to a familiar fairy tale in Spanish. Use pictures and word cards to recognise and retain key information. Name and spell at least three parts of the body in Spanish as seen in the story and use the correct article. Learn and revise key phonics: j, ll, silent letters, ñ tilde, stress placement, accents.

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

Inside a Computer

Identify the different parts of a computer and explore how computers have evolved over the last 100 years.

Publishing Online Content

Explore graphic design and marketing to develop publishing skills.

E-Safety: Passwords

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

DESIGN AND TECHNOLOGY

Food: Eating Seasonally

Design a recipe for a savoury tart · Follow instructions within a recipe · Taste and select seasonal ingredients · Peel ingredients safely · Cut safely with a vegetable knife · Establish and use design criteria to test and review dishes · Describe the benefits of using seasonal fruits and vegetables, and the impact on the environment.

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: Forces and magnets

Explain how things move on different surfaces · Describe magnetic force and how magnets attract/repel each other · Identify and group materials that are magnetic and those that are not · Tell you about the poles of a magnet · Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing.

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

BRANCH FIVE: TO THE ENDS OF THE EARTH

Luke 24: 13-35 Matthew 28: 16-20 Acts 1: 12-14
Acts 2: 42-47 I Corinthians 11: 23-27

Pupils will know the Church teaches that the disciples recognised Jesus when he broke bread; at Mass, what we eat looks like bread but it is Jesus who comes; there is only one God, who is three Persons; through Mary, the Holy Spirit guided the first disciples; Mass was celebrated in the early Church.

Pupils will know that the sign of the cross is the shortest summary of the Christian faith; some prayers that reference the Trinity and the work of the Holy Spirit; that the celebration of Mass ends by reminding Christians of Jesus' instruction to make disciples of all nations.

Pupils will know that being a Christian means to share the gospel; that Christians today continue to follow the example of the apostles; how the Emmaus story is represented in art; that the mystery of the Trinity is represented symbolically.

BRANCH SIX: DIALOGUE AND ENCOUNTER

Exodus 12: 1-8, 15-20, 13: 3 Luke 22: 14-23

Pupils will know the Church teaches that, for Christians, the Eucharist is linked with the Jewish celebration of Passover.

Pupils will know some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.

Pupils will recognise links and simple connections between some Islamic religious laws, beliefs, worship and life.

Pupils will recognise the importance of artistic expression of belief in Islam, for example in Islamic art and religious music.

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

Yoga: Explore connecting breath and movement. Explore new yoga poses and begin to connect them. Explore gratitude when remembering and repeating a yoga flow. Develop flexibility and strength in a positive summer flow and in an individual flow. Develop confidence and strength in arm balances.

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

Rounders: Develop batting to score points. Develop fielding skills to limit the batter's score. Understand the role of the bowler in a fielding team. Begin to use tactics in a game situation. Play games using rounders rules.

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.

