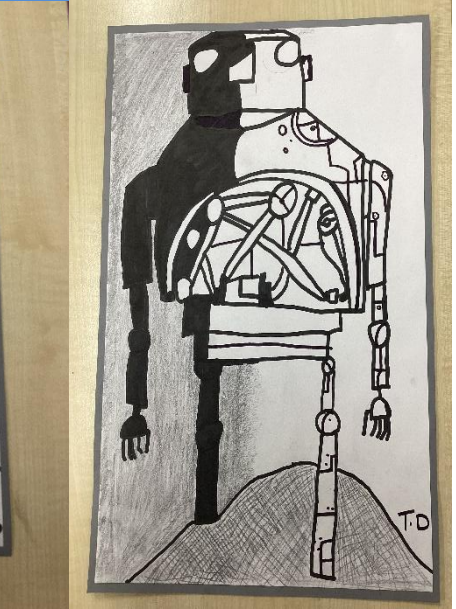
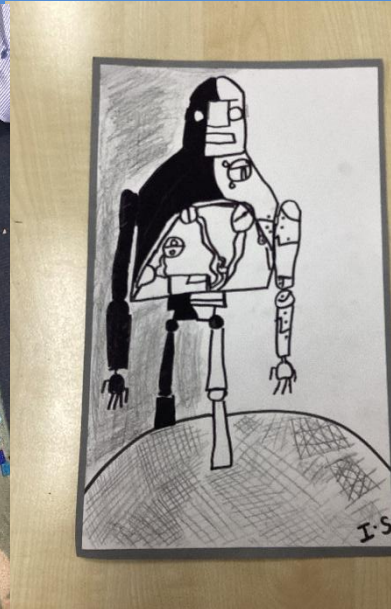


# Kirkby Stephen Primary School

## Year 3 Curriculum



**Enthuse. Explore. Enrich.**



# Year 3 Curriculum Overview



## Autumn 1

## Autumn 2

## Spring 1

## Spring 2

## Summer 1

## Summer 2

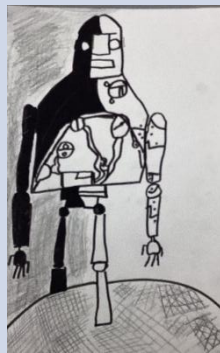
### Volcanoes and Romans

We will be taking a step back in time, over 2000 years, to the time of Roman Britain. We will be exploring the Roman empire, Roman lifestyle and visit Vindolanda (a real Roman fort). We will look at how the romans lived and compare their everyday lives to our own. We will also look in depth at famous people from that period, such as Julius Caesar, as well as gladiators and Roman soldiers. We will be studying volcanoes, with a focus upon Mount Vesuvius and the tragedy of Pompeii through different texts. Through the use of maps and atlases, we will identify key Roman settler spots and observe their journeys, as well as locate the highest, most active and least active volcanoes of the world. We will create our own mixed fabric collages whilst developing our sewing techniques. We will also research, plan, design and create Roman mosaics.



### Metals and Magnets

We will begin this topic by being immersed in the story of the 'Iron Man'. We will investigate magnets, observing how magnets attract or repel each other, and how they attract some materials and not others. We will design and make our own robot through recyclable materials we collect on our scrap yard visit and from home.



### Light

We will begin this topic by learning about different sources of light and exploring shadows, before creating our own shadow puppets. We will step back in time and find out about great inventors from the past such as Thomas Edison. We will explore the artwork of light impressionists, particularly William Heaton Cooper, a local artist.



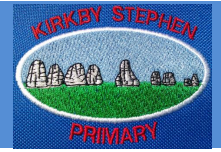
### Food and Farming

We will study how the land of the UK has been used over time with particular focus on farming regions of the UK and dairy farming past and present. We will look closely at what can be grown and conditions for growth. We will then plan, prepare and create our own food (such as smoothies and pizzas), using produce we have grown ourselves and local milk. We will visit local dairy farms and watch how they turn their produce into food we eat and drink, such as ice cream! We will identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food, unlike plants; they get nutrition from what they eat. We will also identify and describe the functions of different parts of flowering plants. We will explore the requirements of plants for life and growth, investigate ways in which water is transported within plants and explore the parts that flowers play in the life cycle of a flowering plant.



# Year 3

## Reading Expectations



### Reading – Word Reading

<b>Phonics and Decoding</b>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>
<b>Common Exception Words</b>	<p>To begin to read Y3/Y4 exception words.</p>
<b>Fluency</b>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

### Reading – Comprehension

<b>Comparing, Contrasting and Commenting</b>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>
<b>Words in Context and Authorial Choice</b>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>
<b>Inference and Prediction</b>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>
<b>Poetry and Performance</b>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>
<b>Non-Fiction</b>	<p>To retrieve and record information from non-fiction texts.</p>



	Romans and Volcanoes	Metals and Magnets	Light and Dark	Food and Farming		
<b>Purpose</b>	<b>Write to Inform</b>	<b>Write to Entertain</b>	<b>Write to Inform/entertain</b>	<b>Write to Inform</b>	<b>Write to Entertain</b>	<b>Write to Persuade</b>
<b>Hook</b>	Roman artifacts	Vindolanda school trip A day in Pompeii -Animation Video Clip	Scrap Yard visit Literacy shed – Iron Man DT – robots/robot stimulus	Examples of biographies Roald Dahl JK Rowling Usain Bolt Thomas Edison – online factfiles	Beatrix Potter audio stories	Pen Pal Letters – London Primary School
<b>Model Text Used</b>	The Roman Army Formations –Plazoom	Escape to Pompeii /Stone age Boy	Iron Man and Stig of the Dump	Little People – biographies Thomas Edison <a href="#">Biography</a>	Beatrix Potter Treasured Tales	'Discovery of Skara Brae' - <a href="#">Grammarsaurus</a>
<b>Text Types/Text Features</b>	Report	Stories/Descriptions	Explanation Text	Biography	Stories Based on the tales of Beatrix Potter	Persuasive letter to persuade people to buy local produce.
<b>Prior Learning</b>	All sentences start with a capital letter. Statements end with full stops. Handwriting is legible. Clear finger spaces. Writing about real events.	Use expanded noun phrases to add detail and description. Re-read to check that it makes sense. Poetry/rhyme	Prepositions. Writing for different purposes. Instruction writing.	Writing about real events. Tense. Adverbs. Non-Fiction texts	Write sentences with different forms of punctuation. Write sentences in a sequence to form a narrative.	Writing about real events. Write sentences with different forms of punctuation.
<b>Scaffolding prompts required</b>	Year 1/2 word mats	Year 1/2 word mats Vocabulary mats Descriptive word mats/dictionaries	Year 1/2 word mats Writing checklist	Year 1/2 & 3/4 word mats Example Texts Biography Plans Task Instructions Checklists Features Planning sheets Science spelling mats	Year 1/2 and 3/4 word mats Vocabulary mats Story starter examples	Year 1/2 and 3/4 word mats Writing prompts – question marks/spelling mats/vocabulary mats
<b>Vocabulary focus</b>	Romans, Briton, gladiator, soldier, army, weapons, Vindolanda, Boudica, Italy, Volcano, Mount Vesuvius, Pompeii, mosaic, chariot, significance, magma, lava, centurion, century, AD, BCE.	Volcano word mat: sizzling, intimidated, blazed, illuminated, giant, rapid, mighty, torrent, blistered, ejecting lava, ignited, forced, savage, blasted, soaring, glowed, ferocious, vomiting, crimson, turbulent, fiery, brutal, scolding, gushing, aggressive, smouldering, explosive.	Iron Man word mat: colossal, stupendous, huge, furious, anxious, crushed, terrified, iron, steel, metallic, towering, suddenly, frightened, puzzled, amazed.	Scientist, light, inventor, headings, subheadings, paragraphs, facts, dates, Edison, telegraph, laboratory, Morse code.	Once upon a time, The Tale of..., character descriptions, adjectives, setting, expanded noun phrases, conjunctions, creative language.	Address, habitats, local, urban, destroyed, regenerate, farming, fertiliser, intensive farming, livestock, organic farming, pastoral farming, dairy farming, crop farming, sheep farming, land use, continue, change, similarity, difference, past, present.



	Romans and Volcanoes		Metals and Magnets	Light and Dark	Food and Farming	
Purpose	Write to Inform	Write to Entertain	Write to Inform/entertain	Write to Inform	Write to Entertain	Write to Persuade
<b>Key Skills Focused objectives for lessons (taken from writing assessments)</b>	<ul style="list-style-type: none"> <li>• Writing is clear for purpose.</li> <li>• Appropriate vocabulary and grammar.</li> <li>• Commas in a list.</li> <li>• Apostrophes for contractions.</li> <li>• Expanded noun Phrases.</li> <li>• Nouns and pronouns used for clarity.</li> <li>• Commas in a list.</li> <li>• Consolidate four main punctuation marks.</li> <li>• Spelling is mostly phonetically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe setting, characters and plot.</li> <li>• Expanded noun phrases.</li> <li>• Writing is clear for purpose. To compose and rehearse sentences orally (including dialogue).</li> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• To begin to create settings, characters and plot in narratives.</li> <li>• Dictionary work.</li> <li>• Capital letters for proper nouns.</li> <li>• Use relative clauses to add detail.</li> <li>• Use full punctuation for direct speech.</li> <li>• Spelling is mostly phonetically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Subheadings and headings.</li> <li>• Paragraphs</li> <li>• Bullet points to list items.</li> <li>• All writing is joined using horizontal and diagonal strokes</li> <li>• Spelling is consistently phonetically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to organise their writing into paragraphs around a theme.</li> <li>• Adverbs.</li> <li>• Headings/subheading s</li> <li>• Conjunctions.</li> <li>• Prepositions.</li> <li>• Apostrophes for possession.</li> <li>• Dictionary work.</li> <li>• Commas for subordinate clause.</li> <li>• All writing is joined using horizontal and diagonal strokes.</li> <li>• To spell many of the Y3 and Y4 statutory spelling words correctly.</li> <li>• Spelling is consistently phonetically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>• To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>• To spell many of the Y3 and Y4 statutory spelling words correctly.</li> <li>• All writing is joined using horizontal and diagonal strokes</li> <li>• Paragraphs.</li> <li>• Secure use of apostrophes for possession.</li> <li>• Use subordinate clauses to add detail or context.</li> <li>• Use nouns &amp; pronouns for clarity and cohesion.</li> <li>• Spelling is consistently phonetically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>• Dictionary work.</li> <li>• Paragraphs.</li> <li>• Use rhetorical questions to engage the reader.</li> <li>• Use noun phrases to add detail and description.</li> <li>• All writing is joined using horizontal and diagonal strokes</li> <li>• To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>• To spell many of the Y3 and Y4 statutory spelling words correctly.</li> <li>• Spelling is consistently phonetically accurate.</li> </ul>
<b>KSPS Non-Negotiable</b>	<ul style="list-style-type: none"> <li>- To spell most of the Y1 and Y2 common exception words correctly.</li> <li>- All Sentences start with a capital letter.</li> <li>- Statements and other sentences end with full stops.</li> <li>- Handwriting is legible with regular spacing and letter size with a secure pencil grip.</li> <li>- Use simple present tense correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- To spell most of the Y1 and Y2 common exception words correctly.</li> <li>- All Sentences start with a capital letter.</li> <li>- Statements and other sentences end with full stops.</li> <li>- Handwriting is legible with regular spacing and letter size with a secure pencil grip.</li> <li>- Use simple past tense correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- To spell most of the Y1 and Y2 common exception words correctly.</li> <li>- All Sentences start with a capital letter.</li> <li>- Statements and other sentences end with full stops.</li> <li>- Handwriting is legible with regular spacing and letter size with a secure pencil grip.</li> <li>- Use simple past tense correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- To spell all of the Y1 and Y2 common exception words correctly.</li> <li>- All Sentences start with a capital letter.</li> <li>- Statements and other sentences end with full stops.</li> <li>- Handwriting is legible with regular spacing and letter size with a secure pencil grip.</li> <li>- Use simple past tense correctly and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>- To spell all of the Y1 and Y2 common exception words correctly.</li> <li>- All Sentences start with a capital letter.</li> <li>- Statements and other sentences end with full stops.</li> <li>- Handwriting is legible with regular spacing and letter size with a secure pencil grip.</li> <li>- Use simple present tense correctly and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>- To spell all of the Y1 and Y2 common exception words correctly.</li> <li>- All Sentences start with a capital letter.</li> <li>- Statements and other sentences end with full stops.</li> <li>- Handwriting is legible with regular spacing and letter size with a secure pencil grip.</li> <li>- Use simple present tense correctly and consistently.</li> </ul>

# Year 3

## Writing Expectations

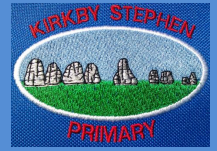


### Writing: Transcription - Spelling

Autumn	Spring	Summer
<p><b>Revisit</b> Common exception words from Year 2</p> <p><b>Prefixes and suffixes</b> Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'</p> <p><b>Rare GPCs</b> The /ei/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p><b>Homophones</b> brake/break, grate/great, eight/ate, weight/wait, son/sun</p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> <b>Focus:</b> checking after writing the spelling of KS1 common exception or tricky words.</p> <p><b>Strategies at the point of writing Reintroduce Have a go sheets and strategies from Year 2.</b></p> <p><b>Learning and Practising spellings</b> <b>Pupils:</b> Learn selected words taught in new knowledge this term. •Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) •Learn words from personal lists. Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><b>Revisit</b> Strategies at the point of writing.</p> <p>Suffixes from Year 2 ('-ness' and '-ful', with a consonant before)</p> <p><b>Prefixes and suffixes</b> Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p><b>Rare GPCs</b> The /j/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)</p> <p><b>Homophones</b> <i>here/hear, knot/not, meat/meet</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Revise proofreading routines</p> <p><b>Learning and Practising spellings</b> <b>Pupils:</b> Learn selected words taught in new knowledge this term.</p> <p>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.)</p> <p>Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>	<p><b>Revisit</b> Strategies for spelling at the point of writing Vowel digraphs from Years 1 and 2</p> <p><b>Prefixes and suffixes</b> Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes</p> <p><b>Rare GPCs</b> The /i/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p> <p><b>Homophones</b> <i>heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p> <p><b>Apostrophe</b> Revise contractions from Year 2</p> <p><b>Proofreading</b> Proofread own writing for misspellings of personal spelling list words.</p> <p><b>Learning and Practising spellings</b> <b>Pupils:</b> Learn selected words taught in new knowledge this term.</p> <p>Learn words from the Years 3 and 4 word list. (Suggest an average of 5 or 6 words each term.) Learn words from personal lists.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>

# Year 3

## Writing Expectations



### Writing: Transcription - Handwriting

<b>Letter Formation, Placement and Positioning</b>	To use a neat, joined handwriting style with increasing accuracy and speed.
<b>Joining Letters</b>	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

### Writing: Composition

<b>Planning, Writing and Editing</b>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>
<b>Purpose and Structure</b>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>

# Year 3

## Writing Expectations



### Writing: Vocabulary, Grammar and Punctuation

<b>Sentence Construction</b>	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.
<b>Use of Phrases and Clauses</b>	To use subordinate clauses, extending the range of sentences with more than one clause, by using a wider range of conjunctions, including when, if, because, and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause.
<b>Punctuation</b>	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.
<b>Use of Terminology</b>	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

# Year 3

## Maths Scheme of Learning, Yearly Overview



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number <b>Place value</b> FREE TRIAL VIEW			Number <b>Addition and subtraction</b> VIEW				Number <b>Multiplication and division A</b> VIEW				
Spring term	Number <b>Multiplication and division B</b> VIEW			Measurement <b>Length and perimeter</b> VIEW		Number <b>Fractions A</b> VIEW		Measurement <b>Mass and capacity</b> VIEW				
Summer term	Number <b>Fractions B</b> VIEW		Measurement <b>Money</b> VIEW		Measurement <b>Time</b> VIEW			Geometry <b>Shape</b> VIEW		<b>Statistics</b> VIEW		Consolidation

# Year 3

## Maths Expectations



### Number - Place Value and the Four Operations

#### Place Value: Counting

Count from 1 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

#### Place Value: Represent

Identify, represent and estimate numbers using different representations.  
Read and write numbers up to 1000 in numerals and in words.

#### Use Place Value and Compare

Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  
Compare and order numbers up to 1000.

#### Place Value: Problems and Rounding

Solve number problems and practical problems involving these ideas.

#### Addition and Subtraction: Recall, Represent, Use

Estimate the answer to a calculation and use the inverse operations to check answers.

# Year 3

## Maths Expectations



### Number - Place Value and the Four Operations

#### Addition and Subtraction: Calculations

Add and subtract numbers mentally, including:

- A three digit number and ones.
- A three-digit number and tens.
- A three-digit number and hundreds.

Add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction.

#### Addition and Subtraction: Solve Problems

Solve problems, including missing number problems using number facts, place value, and more complex addition and subtraction.

#### Multiplication and Division: Recall, Represent and Use

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

#### Multiplication and Division: Calculations

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

#### Multiplication and Division: Solve Problems

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected with  $m$  objects.

# Year 3

## Maths Expectations



### Number – Fractions; Algebra

#### Fractions: Recognise and Write

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.  
Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

#### Fractions: Compare

Recognise and show, using diagrams, equivalent fractions with small denominators.  
Compare and order unit fractions, and fractions with the same denominators.

#### Fractions: Calculations

Add and subtract fractions with the same denominator within one whole (for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )

#### Fractions: Solve Problems

Solve problems that involve all of the above.

#### Algebra

Solve problems, including missing number problems.

# Year 3

## Maths Expectations



### Measurement, Geometry, Statistics

#### Measurement: Using Measures

Measure, compare, add and subtract:

- Lengths (m/cm/mm)
- Mass (kg/g)
- Volume/Capacity (l/ml)

#### Measurement: Money

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

#### Measurement: Time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the numbers of seconds in a minute and the number of days in each month, year and leap year. Compare durations events (for example to calculate the time taken by particular events or tasks)

#### Measurement: Perimeter, Area and Volume

Measure the perimeter of simple 2D shapes.

#### Geometry: 2-D Shapes

Draw 2-D shapes.

#### Geometry: 3-D shapes

Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

#### Geometry: Angles and Lines

Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make a three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

#### Statistics: Present and Interpret

Interpret and present data using bar charts, pictograms and tables.



Volcanoes and Romans	Metals and Magnets	Light	Food and Farming	
<p><b><u>Rocks</u></b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Linked with work in geography, we will explore different kinds of rocks and soils, including those in the local environment. And those around volcanoes.</p> <p><b><u>Classifying</u></b> Based on the children's own criteria, classify rocks (At beginning of the topic, this will most likely focus on appearance, leading to physical properties at the end of the unit).</p> <p><b><u>Observing over time</u></b> Observe how soil separates into different layers of water.</p> <p><b><u>Comparative/Fair Testing</u></b> Test the hardness of different rocks. Test what happens when rocks are put in water. Test how quickly water runs through different types of soil.</p> <p><b><u>Key Vocabulary</u></b> Rock, stone, pebble, soil, sedimentary, metamorphic, igneous, chalk, limestone, granite, sandstone, slate, marble</p>	<p><b><u>Forces and magnets</u></b> Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><b><u>Classifying</u></b> Sort materials (metal and non-metal).</p> <p><b><u>Comparative/fair testing</u></b> Test the strength of different magnets Test how objects move on different surfaces.</p> <p><b><u>Key Vocabulary</u></b> Force, magnet, attract, repel, poles, magnetic, magnetic field, metal, iron, steel, pull, push, friction, gravity, motion</p>	<p><b><u>Light</u></b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. Question why it is important to protect your eyes from bright lights. Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p> <p><b><u>Classifying</u></b> Based on children's own criteria: Classify light sources (leading to man-made/natural) Classifying materials (leading to reflective/non-reflective, transparent/translucent/opaque)</p> <p><b><u>Comparative/Fair Testing</u></b> Test materials for reflectiveness. Test materials for Transparency. Investigate shadows.</p> <p><b><u>Key Vocabulary</u></b> Dark, dim, bright, opaque, translucent, transparent, absence of light, reflect, bounce, mirror, reflection, light source, sunlight, shadow</p>	<p><b><u>Plants</u></b> We will identify and describe the functions of different parts of flowering plant and explore what they need for life and the growth. Explore the role that flowers play in the life cycle of flowering plants including pollination. Begin to understand the relationship between structure and function and explore questions that look at the roles of each part. Understand that some natural processes, like trees growing and healthy soils, take greenhouse gases out of the atmosphere and so help to cool the world down.</p> <p><b><u>Classifying</u></b> Classifying flowers based on the children's own criteria.</p> <p><b><u>Observing over time</u></b> Observe celery (with roots and leaves) in coloured water. Observe carnations (freshly cut) into coloured water. Gather seeds and photographic evidence of blossoms/flowers and berries on a particular trail throughout the year.</p> <p><b><u>Pattern Seeking</u></b> Identify what happens when conditions of growth are changed e.g. more less water, temp, nutrients.</p> <p><b><u>Researching</u></b> Research different methods of pollination and seed dispersal. Research the functions of flowering plants.</p> <p><b><u>Key Vocabulary</u></b> Absorb, bulb, fertilisation, germination, ovule, pollen, pollination, stigma, vegetation, anther</p>	<p><b><u>Animals, including humans</u></b> Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food. Identify that humans and some other animals have skeletons and muscles for support, protection and movement including different parts having special functions. Continue to explore the importance of nutrition.</p> <p><b><u>Pattern seeking</u></b> Children generate different questions for investigation such as: Do healthy drinks have less sugar? Does brown bread have more fibre? Do people with long arms throw further? Can people with longer legs run faster?</p> <p><b><u>Researching</u></b> Research which types of food contain which nutrients. Generate questions to research about the human skeleton. Look at food packaging to identify the amount of nutrients in different food items.</p> <p><b><u>Key Vocabulary</u></b> Hygiene, nutrition, diet, balanced diet, vitamins, minerals, fibre, skeleton, backbone, bones, joints, muscles, organs, protect, support, move</p>

# History in Year 3

As historians, the children will...



## Volcanoes and Romans

### Historical Knowledge

The Romans  
Learn about everyday lives of people in time studied (Roman soldiers, Roman children, gladiators, rich vs poor)  
Compare Roman lives to our lives today.  
Identify reasons for and results of peoples actions – cause and effect (Julius Caesar/Boudica)  
Study the life and significance of Julius Caesar.

### Chronology

Develop increasingly secure chronological knowledge of British history (Roman Empire and impact on Britain).  
Place events, historical figures and artefacts of the Roman Era on a timeline.  
Know that a timeline can be divided into BCE(BC) and AD.

### Historical Enquiry and Interpretation

Explain that there are different types of evidence (artefacts, pictures, written etc.) that can be used to help represent the past.  
Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past.  
Conduct own research by using a range of sources to find out about the period.  
Start to compare two versions of a past event (Roman occupation/British resistance).  
Know how the Roman occupation of Britain helped to advance British society.

### Organisation and Communication

Take part in discussions and communicate knowledge through pictures, writing, annotations, drama and mode.  
Class trip (Vindolanda museum)

### Key Vocabulary

Roman, Romans, Briton, Pict, Iceni, gladiator, Vindolanda, Boudica, Italy, Volcano, Mount Vesuvius, Pompeii, mosaic, chariot, tunic, cause, effect, significance, centurion, century, AD, BCE.

## Metals and Magnets

### Historical knowledge

#### **Changes in Britain from the end of the Stone Age, through the Bronze Age to the Iron Age**

Learn about aspects of the period including Bronze Age beliefs (including megalithic structures both locally and nationally (Castlerigg , Long Meg, Stonehenge).  
Learn about developments in technology, trade and transport; and Iron Age hill forts, tribal kingdoms and farming.

Identify continuity and changes through the Bronze Age and Iron Age.

Identify the cause and effect of changes in this period.  
Understand the process of making bronze and its significance in advancing civilization.

Understand why the discovery of iron led to less use of bronze

### Chronology

Sequence events and artefacts on a timeline divided into BC (Before Christ) and AD (Anno Domini).  
Link knowledge of Celtic and Roman periods to Iron age

### Historical Enquiry and Interpretation

Use a variety of sources to collect information about the past.  
Suggest sources of evidence from a selection to help answer questions.  
Explain that there are different types of evidence and sources that can be used to help represent the past.

### Organisation and Communication.

Communicate knowledge through writing and discussions.

### Key Vocabulary

archaeologist, artefact, bronze, alloy, copper, tin, Iron, smelting, metallurgy, settlement, roundhouse, standing stone, hill fort, Bell Beaker culture, Celt, druid, Stonehenge.

## Light

*Continued from Spring 1*

## Food and Farming

### Historical Knowledge

Local study: Change and continuity in farming around Kirkby Stephen  
Compare lives of farming children from Victorian to modern times, drawing on their own experiences and other sources (photos, maps, artefacts, family stories, interviews)  
Find out about the everyday lives of people studied (local area and study focus)  
Understand the impact of our changing climate on some animals, plants and environments in our local area. Know that some impacts of our changing climate will affect farming in the future.

### Chronology

Sequence significant changes in the history of farming (with dates) over the past 200 years.

### Historical Enquiry and Interpretation

Use a variety of sources to collect information about local farming history (pictures, books, interviews with grandparents, artefacts, research, family photos)  
Suggest sources of evidence from a selection to help answer questions.  
Closely observe an artefact or photo and explain how it can be used to find out about the past.

### Organisation and Communication

Communicate knowledge through pictures and annotations.  
Class display.

### Key Vocabulary

Dairy farming, crop farming, sheep farming, land use, continue, change, similarity, difference, past, present, decade, 19th century, 20th century, 21st century.

# Geography in Year 3

As geographers, the children will...



## Romans and Volcanoes

### Map skills

-Locate places of Roman settlers and volcanoes around the world using a range of maps, atlases and Google maps, including the use of Ordnance Survey.

-Use standard symbols and understand the importance of a key.

-Locate volcanic regions of the world.

### Fieldwork

-Use our trip to Vindolanda as a stimulus for fieldwork, observing, measuring and recording features of the area.

-Perform a rock study in our local area and record findings in different forms such as graphs and sketch maps.

### Locational Knowledge

-Know the name of and locate at least eight European countries, using maps to focus on Europe (in particular Italy, but also including the location of Russia).

-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn whilst identifying volcanoes around the world.

### Human and Physical Geography

-Describe and understand key aspects of volcanoes and earthquakes.

- Label the different parts of a volcano.

-Human geography, including: types of settlement and land use in volcanic regions. Creation of geothermal energy and minerals from volcanoes.

-Human geography including trade links in the Pre-roman and Roman era.

Types of settlements in Early Britain linked to History. Why did early people choose to settle there?

-When considering the life of a Roman, know at least five differences between living in the UK and a Mediterranean country.

-Compare a region of the UK (Lake District) with a region in Europe (Lake Garda) - link with Science (rocks).

### Subject specific vocabulary

Eruption, region, aftershock, magma, lava, dormant, tectonic plates, the Earth's crust, limestone, marble, metamorphic, permeable, porous, quarrying, igneous, sedimentary.

## Metals and Magnets

### Map Skills

-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

-Use local town maps to plan a journey for Iron Man. Start the journey from each of their homes locating them on a map (ICT) ending their journey at the Kirkby Stephen scrap yard.

### Human and Physical Geography

-Learn about the 'recycling journey'. (Include a visit from CC worker and/or discussion with scrap yard worker to talk to the children about recycling/ landfill/ environment)

-Describe key features of a place from a picture using basic geographical vocabulary.

### Locational Knowledge

-Identify Northern and Southern regions of England and the world (using globes, atlas).

Know that Earth has magnetic fields (link to Science - magnets. Magnets have at least one north pole and one south pole. A magnetic field is the region in space where a magnetic force can be detected.)

### Geographical skills and fieldwork

- Know and name the eight points of a compass.

### Subject specific vocabulary

North pole, South pole, equator, region, magnetic field, compass, Southern region, Southern hemisphere, Northern hemisphere.

## Light

### Map skills

-Using the impressionism art study (Heaton Cooper) locate the places the pictures were painted using a range of methods which include the use of maps and google earth.

### Locational Knowledge

-Name and locate at least 4 non-European countries in the northern hemisphere and 4 in the southern hemisphere. Locate the tropics of Cancer and Capricorn and Arctic and Antarctic circles.

-Observe the different time zones including night and day. Focus particularly on Finland, Greenland... with a specific focus on the Northern lights.

### Subject specific vocabulary

North pole, South pole, equator, desert, Arctic circle, Antarctic circle, Northern Hemisphere, Southern Hemisphere, night, day.

## Food and Farming

### Human and Physical Geography

-Explain how jobs may be different in other locations.  
-Explain how a natural area may be spoilt or improved and give reasons.

-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom linked to farming regions in the UK.

### Locational Knowledge

-Name and locate 6 counties and 6 cities of the United Kingdom, identifying geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time with a focus on land use in UK.

### Map skills

-Locate the UK on a number of different scale maps.  
-Plan a journey on a road map.

### Fieldwork

-Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Cumbria's land use).

-Land Use Recording .

### Subject specific vocabulary

habitats, local, urban, destroyed, regenerate, accessibility, agribusiness, arable farming, commercial farming, diversification, extensive farming, fertiliser, hedgerow, herbicide, intensive farming, livestock, mechanisation, monoculture, nutrient, organic farming, pastoral farming, pesticide.

# Art in Year 3

As artists, the children will...



## Romans and Volcanoes

### Autumn 1

#### Mosaics Sketch Book Work

Sketch Roman artefacts from pictures.



#### **Focus Artist**

Collect pictures of mosaics they like.  
Look at the work of mosaic artists; Elaine M Goodwin, Emma Briggs, Sonia King and Antoni Gaudi.

Match colours that were used by mixing water colours or water pencils.

#### **Collage**

Collaborate to make a large scale Roman Soldier  
-Children are able to cut accurately.  
-Begin to overlap materials to experiment with different final looks.  
Select a range of materials to create an effect.

#### **Design and make their own Mosaic Tile using Styrofoam.**

#### **Key Vocabulary**

pattern, colour, shape, Roman, mosaic

### Autumn 2

Use techniques learned to create Christmas craft  
.e.g. Mosaic Christmas Tree.  
Printed Christmas card using Styrofoam.



## Metals and Magnets

### Spring 1

#### 'Robot' character pictures

#### **Exploring and Developing Ideas**

-Develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1.  
-Introduction to new ways of making effect through tone, texture, light and shadow including the use of vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

#### **Drawing**

-Explore and work closely with different art pencils e.g. HB, 2B etc.  
-use them to scribble (dots, lines, dash, dot dash, circle, spiral)  
-Create facial expression in their drawing.  
-Use shading to create tone.  
-Use different pressures to create hard and soft lines (shading ladder).  
--Show an awareness of space when drawing;  
-Use key vocabulary to demonstrate knowledge and understanding in this strand.



#### **Work of other Artists**

-Explore Artists use of shade and tone.

#### **Subject specific vocabulary**

Frame, position. Label, line, symbol, practical, impractical, change, improve, pressure, light, shade, dark portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

## Light

### Spring 2

#### Focus Artists:

#### Impressionism Artwork.

Opportunity to offer opinion and to compare and contrast artists.

Exposure to a range of different artists through history, studying their techniques and processes.  
<https://www.tate.org.uk/kids/explore/what-is/impressionism>



#### **Exploring and Developing Ideas**

Continue exploring variety of different brushes and use the language of colour accurately when mixing, e.g. shade, primary and tint.  
Begin to experiment with colour for effect and mood.

#### **Drawing**

Use different pressures to create Hard and soft lines.

#### **Painting**

-Select an appropriate brush, size and style depending on the task.  
-Mix colours with accuracy.  
-Know where the colours are on the colour wheel (primary and secondary).  
-Create a background.

#### **Key Vocabulary**

abstract, natural, bold, delicate, detailed, colour descriptors e.g. scarlet, crimson, emerald,, turquoise, watery, intense, strong, opaque, translucent, wash, tint, background

## Food and Farming

### Summer 1

**Focus Artists;** Beatrix Potter plants, animals, landscapes.  
William Wordsworth (poems as stimuli for art daffodils)



#### **3D Art**

-Experiment with joining and construction.  
-Begin to understand more about decorating sculptures and adding expression through texture.  
-Use a variety of tools to support the learning of techniques and to add detail.  
-Opportunity to offer opinion and to compare and contrast artists.  
-3D farm animal sculpture from clay.  
-Look at the changes in clay as it dries and is fired.  
-Look at the work of other artists to generate ideas.

#### **Key Vocabulary**

detail, decoration, natural, form, two-dimensional, three-dimensional, clay, pinch, squeeze, manipulate, create

### Summer 2

#### Exploration

Children to be given opportunities to explore and build their confidence and experiences with different mediums including the opportunity to work outside.  
Explore ideas and choices in sketch book.

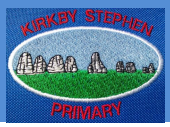
#### **Painting and Drawing**

Experiment with different brushes (including brushstrokes) and other painting tools.  
-Make paintings and draw on top to add detail (mixed media).  
-Mix tints, shades (adding black and white) and secondary colours.



# Design and Technology in Year 3

As designers, the children will...



## Volcanoes and Romans

### Sewing a Roman Purse

#### **Designing**

Understanding contexts, users and purposes.

- Develop own design criteria
- Generating, developing, modelling and communicating ideas.
- Share and clarify ideas through discussion.
- Model collage ideas of volcanic scene through prototypes and pattern pieces.
- Make design decisions that take account of the availability of resources – different materials.

#### **Making**

#### Planning

- Select tools and equipment for the task.
- Explain tools and choice of equipment in relation to the skills they will need to sew textiles.
- Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.
- Order the main stages of making their collages.

#### Practical skills and techniques

- Use a wider range of materials than in KS1 – textiles.
- Measure, mark out, cut and shape materials with some accuracy.
- Join fabrics using a range of stitches with increasing independence. Adding a range of further decoration to their design (beads/sequins etc.)

#### **Evaluating**

- Identify the strength and areas for development in their ideas and products.
- Refer to their design criteria to evaluate their completed products.

#### **Technical Knowledge**

- That materials can be combined and mixed to create more useful characteristics.
- That a single fabric shape can be used to make a 3D textiles project.

#### **Subject specific vocabulary**

Material, join, fabric, shapes, stitches, sew, textiles, collage, pattern, measure

## Metals and Magnets

### To design and make a 3D robot from recyclable materials

#### **Designing**

Understanding contexts, users and purposes.

- Work closely to a design criteria.
- Generating, developing, modelling and communicating ideas.
- Share and clarify ideas through discussion and planning stage.

#### **Making**

- Select tools and equipment for the task (during visit to scrap yard and in prior planning stage)

- Explain tools and choice of equipment.
- Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.

#### Planning

- Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.

#### Practical skills and techniques

- Add a range of further decoration to their design (beads/sequins etc.)

#### **Evaluating**

- Refer to their design criteria to evaluate their completed products

#### **Technical Knowledge**

- That materials can be combined and mixed to create more useful characteristics.

#### **Subject specific vocabulary**

cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder

## Light

### Shadow Puppets

#### **Designing**

Understanding contexts, users and purposes.

- Describe the purpose of their puppet.
- Indicate the design features of their products.
- Explain how parts of their puppets will move.
- Generating, developing, modelling and communicating ideas.
- Share and clarify ideas through discussion.

- Model puppets through prototypes and pattern pieces.

- Make design decisions that take account of the availability of resources – different materials.

#### **Making**

#### Planning

- Explain tools and choice of equipment in relation to the skills they will need to sew textiles.

- Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.

- Children order the main stages of making their collages.

#### Practical skills and techniques

- Children measure, mark out, cut and shape components of puppets with some accuracy.

#### **Evaluating**

- Evaluate other puppets. How well they have been designed, how well they have been made, why materials have been chosen and how the product works.

#### **Technical Knowledge**

- How to use learning from science to help design and make products work.

#### **Subject specific vocabulary**

joining, assemble, accuracy, material, stiff, strong

## Food and Farming

### Smoothies and Pizzas

#### **Designing**

Understanding contexts, users and purposes.

- Gather information about the needs and wants of particular individuals and groups – ‘Favourite pizza topping’ ‘favourite vegetable’
- Develop own design criteria and use these to inform their ideas

Generating, developing, modelling and communicating ideas.

- Share and clarify ideas through discussion.
- Make decisions on design that take account of the availability of resources.

#### **Making**

#### Planning

- Children select tools they will need to create their own pizza. (using locally sourced produce)
- Explain their choice of materials and components according to functional properties.
- Children will order the main stages of making their pizzas.
- Practical skills and techniques
- Children will follow procedures for safety and hygiene when designing, preparing and making pizzas.
- They will use a wider range of materials than in KS1 – food ingredient and process.

#### **Evaluating**

- Consider the views of others, including intended users, to improve their work and evaluate their products.

#### **Technical Knowledge**

- That food ingredients can be fresh, pre-cooked and processed

#### **Cooking and Nutrition**

- To know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK.
- That a healthy diet is made up of a balance of different food and drink, as depicted in the eat well plate.
- How to prepare and cook a variety of dishes.
- How to use a range of techniques such as chopping, slicing, grating, mixing, spreading, kneading and baking.
- Subject specific vocabulary**
- Cut, fold, prepare, ingredients, herbs, vegetable, ripe, sweet, strong, healthy, cook

# Music in Year 3

As musicians, the children will...



Volcanoes and Romans		Metals and Magnets	Light	Food and Farming	
<b>Autumn 1 :</b> Volcanoes and Romans	<b>Autumn 2</b> Volcanoes and Romans	<b>Spring 1</b> Metals and Magnets	<b>Spring 2</b> Light	<b>Summer 1</b> Food and Farming	<b>Summer 2</b> Food and Farming
<p><b>Musical Spotlight:</b> Writing Music Down</p> <p>Long and short (rhythm) and high and low (pitch) sounds can be represented by musical symbols. These symbols can be written on a stave and named with special musical names. Use this to help remember what is to be sung and played. Explore the notes, crotchets and minims within the music. See how these notes can fit on the lines and spaces of a stave.</p> <p><b>Social Question:</b> How Does Music Bring Us Closer Together? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing, listening, play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p>	<p><b>Musical Spotlight:</b> Playing in a Band</p> <p>Playing together in a band is fun and exciting! Use notation to play simple instrumental parts together in this unit. In music, the steady beat is organised by time signatures which tell us how many beats there are in each bar. Identify the time signatures of the music. When people sing or use instruments to play two or more different pitches that sound at the same time, we can hear harmony in music. Explore singing and playing instruments together to create these beautiful sounds.</p> <p><b>Social Question:</b> What Stories Does Music Tell Us About the Past? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B</p>	<p><b>Musical Spotlight:</b> Compose Using Your Imagination</p> <p>Use imagination when creating compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?</p> <p><b>Social Question:</b> How Does Music Make the World a Better Place? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p>	<p><b>Musical Spotlight:</b> More Musical Styles</p> <p>Music, with all its styles, has changed and shaped lives around the world. When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. Explore these changes in dynamics within the music in this unit.</p> <p><b>Social Question:</b> How Does Music Help Us Get to Know Our Community? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B</p>	<p><b>Musical Spotlight:</b> Enjoying Improvisation</p> <p>Exploring the structure of songs is interesting and important. There are patterns in songs that you will recognise. Listening, singing, playing and improvising are some of them. Introduction, verse, and chorus are some more. You will improvise over a section of the song. Work out where you will improvise in the songs in this unit. Identify sections of the music that change or repeat.</p> <p><b>Social Question:</b> How Does Music Make a Difference to Us Every Day? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, Bb, B</p>	<p><b>Musical Spotlight:</b> Opening Night</p> <p>Have fun planning your performance! Create and present a performance with an understanding of the songs you are singing and where they fit in the world. Present what has been learnt in the lesson with confidence. If you want to create your own band, use the simple band parts provided. Every instrument is there!</p> <p><b>Social Question:</b> How Does Music Connect Us with Our Planet? Explore this question as you progress through the unit.</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G#, G, A, Bb, B</p>
<b>Music of the term:</b> Respighi - Pines of Rome	<b>Music of the term:</b> Mendelssohn – Symphony No. 4 A Major Op. 90 'Italian'	<b>Music of the term:</b> Walter Egan – Metals and Steel	<b>Music of the term:</b> This Little Light of Mine, I'm Going to Let it Shine	<b>Music of the term:</b> The Wurzels – Combine Harvester	<b>Music of the term:</b> Lionel Bart – Food Glorious Food

# PE Expectations in Year 3

As sports stars, the children will...



## Autumn 1

### Dance - EVSP

- Improvise freely, translating ideas from a stimulus into movement.
- Create dance phrases that communicate ideas - Share and create dance phrases with a partner and in a small group.
- Repeat, remember and perform these phrases in a dance - Use dynamic, rhythmic and expressive qualities clearly and with control.
- Understand the importance of warming up and cooling down.
- Recognise and talk about the movements used and the expressive qualities of dance.
- Suggest improvements to their own and other people's dances.

### Netball

- Move with the ball in a variety of ways with some control.
- Use two different ways of moving with a ball in a game.
- Pass the ball in two different ways in a game situation with some success.
- Know how to keep and win back possession of the ball in a team game.
- Find a useful space and get into it to support teammates.
- Use simple attacking and defending skills in a game.
- Use fielding skills to stop a ball from travelling past them.
- Catch with increasing control and accuracy.
- Throw a ball in different ways (e.g. high, low, fast or slow).
- Develop a safe and effective overarm bowl.

## Autumn 2

### Swimming – External Coach

- Swim 10m unaided in shallow water using one basic method.
- Kick legs from the hip and identify when this needs improvements.
- Put face in water and blow bubbles
- Enter and exit water safely and remain safe around water.
- Explain what dangers to identify around water.

### Hockey

- Demonstrate successful hitting and striking skills.
- Develop a range of skills in striking (and fielding where appropriate).
- Practise the correct batting technique and use it in a game.
- Strike the ball for distance. - Throw and catch with greater control and accuracy.
- Practise the correct technique for catching a ball and use it in a game.

## Spring 1

### Gymnastics – EVSP

Use a greater number of their own ideas for movements in response to a task  
Choose and plan sequences of contrasting actions  
Adapt sequences to suit different types of apparatus and their partner's ability  
Explain how strength and suppleness affect performance  
Identify some muscle groups used in gymnastic activities  
Suggest warm-up activities  
Compare and contrast gymnastic sequences, commenting on similarities and differences  
With help, recognise how performances could be improved.

### Tag Rugby

Move with the ball in a variety of ways with some control.  
Use two different ways of moving with a ball in a game.  
Pass the ball in two different ways in a game situation with some success.  
Know how to keep and win back possession of the ball in a team game.  
Find a useful space and get into it to support teammates.  
Use simple attacking and defending skills in a game.  
Use fielding skills to stop a ball from travelling past them.  
Perform a range of catching and gathering skills with control.  
Catch with increasing control and accuracy.  
Throw a ball in different ways (e.g. high, low, fast or slow).  
Develop a safe and effective overarm bowl.

# PE Expectations in Year 3

As sport stars, the children will...



## Spring 2

### Tennis

Demonstrate successful hitting and striking skills.  
Develop a range of skills in striking (and fielding where appropriate).  
Practise the correct batting technique and use it in a game.  
Strike the ball for distance.  
Throw and catch with greater control and accuracy.  
Practise the correct technique for catching a ball and use it in a game.  
Perform a range of catching and gathering skills with control.  
Catch with increasing control and accuracy.  
Throw a ball in different ways (e.g. high, low, fast or slow).  
Develop a safe and effective overarm bowl.

### Football

Move with the ball in a variety of ways with some control.  
Use two different ways of moving with a ball in a game.  
Pass the ball in two different ways in a game situation with some success.  
- Know how to keep and win back possession of the ball in a team game.  
Find a useful space and get into it to support teammates.  
Use simple attacking and defending skills in a game.  
Use fielding skills to stop a ball from travelling past them.

## Summer 1

### Cricket

Demonstrate successful hitting and striking skills.  
Develop a range of skills in striking (and fielding where appropriate).  
Practise the correct batting technique and use it in a game.  
Strike the ball for distance. - Throw and catch with greater control and accuracy.  
Practise the correct technique for catching a ball and use it in a game.

### Multi skills – EVSP

Move with the ball in a variety of ways with some control.  
Use two different ways of moving with a ball in a game.  
Pass the ball in two different ways in a game situation with some success.  
Know how to keep and win back possession of the ball in a team game.  
Find a useful space and get into it to support teammates.  
Use simple attacking and defending skills in a game.  
Use fielding skills to stop a ball from travelling past them.

## Summer 2

### Athletics

Run at fast, medium and slow speeds, changing speed and direction.  
Link running and jumping activities with some fluency, control and consistency  
Make up and repeat a short sequence of linked jumps  
Take part in a relay activity, remembering when to run and what to do  
Throw a variety of objects, changing their action for accuracy and distance  
Recognise when their heart rate, temperature and breathing rate have changed

### Orienteering – EVSP

Identify where they are by using simple plans and diagrams of familiar environments.  
Use simple plans and diagrams to help them follow a short trail and go from one place to another.  
Respond to a challenge or problem they are set.  
Begin to work and behave safely  
work increasingly cooperatively with others, discussing how to follow trails and solve problems.  
Recognise that different tasks make their body work in different ways.  
Comment on how they went about tackling tasks



## Romans and Volcanoes

*Exploring research about Volcanoes and Romans.*

### Key Skills

- To know that they can access their work from any school computer by logging on to their network area
- Insert words or sentences, create titles, change font, font size and colour
- Practise touch typing
- To open/edit and save work in own space

### Information Technology

- Produce work using a computer, using more advanced features of programs and tools (font sizes).

### Digital Literacy

- To evaluate a range of printed and electronic texts, appropriate to task e.g newspaper, poster, webpage and recognise key features of layout and design
- To begin to experience forms of online discussion: such as blogs, wikis, quizzes, surveys and google hangouts
- To know that ICT enables access to a wider range of information and tools to help find specific information quickly

### Online Safety:

- Acceptable Use Policy: ways to report online safety issues (online safety overview)
- Anti-bullying (including online bullying)
- Reliability - Should I trust everything that I read on the web?

## Metals and Magnets

*Create a booklet based around the local scrap yard.*

### Key Skills

- To upload from digital devices and the internet to a shared place e.g. the class folder
- To insert/cut/copy/paste
- Practise touch typing

### Information Technology

- Produce work using a computer, using more advanced features of programs and tools (font sizes).
- Explore and begin to use more advanced features in paint package e.g. colour picker, colour replacer.
- To organise and present information for a specific audience.

### Digital Literacy

- Acceptable Use Policy: ways to report online safety issues (online safety overview)

### Vocabulary

Insert, cut, copy, paste, typing, front, file, save

## Light

*Will be creating an animation with still images with children narrating using the iPad.*

### Key Skills

- To use 'Save as' to create another version of their work
- Practise touch typing

### Information Technology

- To use still and digital cameras
- To know what makes a good photo (hold the camera steady/point at people's faces/to discuss the quality of their image and make decisions (e.g. delete a blurred / bad image)
- To download images and video
- To select suitable sounds (including recording with a microphone)
- Save images and use them as part of other multimedia/ desktop publishing work
- To use music software to select/record/organise and reorganise sounds
- To locate, record, save and retrieve sounds
- To add sounds from different sources.
- Sequence still images and use simple editing techniques to create a presentation
- To work collaboratively to create documents, including presentations

### Digital Literacy

- Reporting/inappropriate contact
- Gaming issues (screen time, in-app purchases, adverts)

### Vocabulary

Digital, camera, images, microphone, documents, record, editing

## Food and Farming

*Scratch coding: we will create programming creating a farm - using tractors to cut the grass and using speech bubbles for the farmer speaking.*

### Key Skills

- To use ctrl+v and ctrl+c to copy and paste
- Practise touch typing

### Computer Science

- To develop an understanding of how technology works and how computers use instructions and commands.
- To create/ edit and refine more complex sequences of instructions for a variety of programmable device. E.g. using the repeat command.
- To use a computer to create a basic applications, investing how different variables can be changed and the effect this has.
- To understand that computer simulations can represent real life situations.
- To use simulations to represent real life situations.
- To navigate a programming app
- To control a character by dragging commands.
- To write a simple program/create a simple animation.

### Digital Literacy

#### Online safety:

- Internet safety (keeping personal information safe/reliability of the web. What should you accept? What should you keep safe?)

### Vocabulary

Create, edit, instructions, commands, sequences, navigate, programming, animation, web, safety.

# French in Year 3

As international speakers, the children will...



## Romans and Volcanoes

### Getting to know you

- Children will be introduced to France and the idea of speaking French. Practising basic greetings, feelings and saying our name.

- Begin to practice pronunciation and intonation skills and memory techniques. We will experiment with the speaking, reading and writing of individual words and simple phrases.

### Numbers

- Explore sounds and words of numbers 1-10 through songs, pictures, counting activities and games.

### Colours

- Explore some colours in French including red, white, black, pink, green, yellow and blue.

### Key Vocabulary

- Greetings, feelings and saying our name.  
- Numbers 1-10 and different colours.  
- Some basic commands.

### Colours

- Revisit colours from previous half term and look at additional colours linked to Bonfire Night and Autumn season. Practise listening, speaking, reading and experiment with the writing of simple words for colours.

### Calendar Dates

- Explore days of the week and months of the year. The children will become language detectives make links between languages and look for similarities and differences in the target language and English.

- Children to recap previous learning including numbers and getting to know you phrases.

- Children to be introduced to different commands that can be used in the class room, for example, stand up.

### Key Vocabulary

- Autumn colours  
- Numbers  
- Commands  
- Days of the week  
- Months of the year.

## Metals and Magnets

### Animals

- Begin to explore grammar of target language and look at the nouns for animals. Children to learn how the nouns for animals can change depending on gender and singular or plural.

- Children to learn how to discuss what animals they can see on a journey and to tell someone their favourite animal.

### Key Vocabulary

- Single and Plural  
- Animals

## Light

### Recap and Carnival

- Revisit and remember core language from Autumn 1 and 2 and building upon this to be able to ask questions and give answers (numbers / colours/ greetings / personal information/ days and months).

- Learn numbers 11-20.

- All the lessons have a "Carnival" theme and the children participate in games, songs and making activities. Including creating carnival masks. Children to learn about carnival traditions in France.

### Key Vocabulary

- Numbers 1-10  
- Numbers 11-20  
- Days of week  
- Colours  
- Greetings, feelings, names  
- Ages

## Food and Farming

### The Picnic

- Recognise and understand nouns for fruit and vegetable. Use the correct French word for "a". Learn how to ask politely for a piece of fruit or a vegetable.

- Listen to and join in with a story about a hungry giant's breakfast.

### Key Vocabulary

- Fruits and vegetables  
- nouns  
- Asking politely

### Map Explorers

- Explore towns/places on a simple Google Earth map of France, making a virtual visit to the village of Ainhoa on France/Spain border. This village makes Gingerbread men.

- Listen, join in and perform the simple Gingerbread man traditional tale and find out where the Gingerbread man lives by learning how to ask and respond to "where do you live?".

### Celebration Picnic

- Revisit core language of colours and numbers.  
- Opportunity to hold a celebratory end of year target language picnic, revisiting polite requests and simple dialogue.

### Key Vocabulary

- Where we live  
- Numbers  
- Colours  
- Food and Vegetables  
- Days of the week  
- Greetings

For specific Vocabulary taught please refer to key word document which is found in the French folder on the school server. This also includes the correct pronunciation of words and correct spelling.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Theme: Divali</b></p> <p><b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion: Hinduism</b></p> <p><b>Suggested teaching</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Draw a picture of Hindu celebrating Divali at home or at the temple (label with key words) Why would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child/or not? Children to make a belonging map, thinking of all the places/ groups they belong to. Children to leave a space on their map for something they would like to belong to, either now or in the future. Explain the feelings that go with this – what is it like to belong? Children could make a box all about themselves and share it as a class, focusing on the sense of belonging and the feelings this evokes.</p>	<p><b>Theme: Christmas</b> Concept: Incarnation</p> <p><b>Key Question:</b> Has Christmas lost its true meaning? Religion: Christianity <b>Suggested teaching</b> Some people do not celebrate Christmas because..... Christians believe Jesus is To me Christmas means Christmas is important to Christians because Does Christmas mean the same to you as it does to Christians? Has Christmas lost its true meaning? Children to draw and label a picture of what Christmas means to them in the engagement session. Explain to a partner your choices and listen to theirs  Children to make their own advent calendar either in groups or as a class and behind each door put something that shows why Christmas is important to Christians. Share answers and explain selections in groups or around the class Repeat with a generic one with things that we like about Christmas that may not have religious meaning, e.g. Santa.</p>	<p><b>Theme: Jesus' Miracles</b> Concept: Incarnation</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion: Christianity</b> <b>Suggested teaching</b> Children to choose one example of Jesus performing a miracle in the Bible and depict it in a creative way ready to explain to others their justification afterwards- What does this story tell Christians about Jesus? Why did he choose to help?  Give the children 5 statements about different parts of the miracle story and choose the most important – they could either act out the emotion or draw one frame showing the key event – then explain the message of the story – about Jesus and for Christians then and today.  Children to act out the next part of the story of the paralysed man and as a group decide what might actually have happened to explain him walking. What happened next in his life? Did he go on to help others? Was he inspired to do good himself?</p>	<p><b>Theme: Easter – Forgiveness</b></p> <p>Concept: Salvation</p> <p><b>Key Question:</b> What is 'good' about Good Friday? <b>Religion: Christianity</b></p> <p><b>Suggested teaching</b> Children draw a heart outline and write in it some of the things they can do to show their love and gratitude to people who are special to them.  Create an Easter version of the Christingle Brainstorm Christian beliefs about Easter and show the children a Christingle and discuss the symbolism of the items used. Can the children design their own 'Christingle' that represents the Christian belief of Easter? After the design – prioritise the most important symbol and devise a short guide to the symbol – could use a flow chart</p>	<p><b>Theme: Hindu Beliefs</b> <b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion: Hinduism</b></p> <p><b>Suggested teaching</b> Using pictures of the tri-murti ask the children which is the odd one out? (There is no right or wrong answer but will give the children chance to explore their thinking and give reasons) If this unit has been done in Yr 3, the children could focus on Ganesha.. Children have access to an image of Ganesha – describe the picture and list the symbols – explore the different symbols and meanings? Why is Ganesha so popular? Could look at famous stories about Ganesha 'The Story of Ganesha's Wisdom'  Show the children the Aum symbol and discuss what it means. Can the children create their own symbol using clay to show Hindu beliefs such as the belief in Brahman?</p>	<p><b>Theme: Pilgrimage to the River Ganges</b></p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non Hindu?</p> <p><b>Religion: Hinduism</b> We are learning to explore how Sikh beliefs affect their ways of life and the importance they place on sharing. Children reflect on different views of the relationship of humans with the Earth and the natural world.  <b>Suggested teaching</b> Children playing a game in small groups, taking turns and sharing (maybe teacher and teaching assistant role-playing, playing a game and not sharing very well...what do the children notice?)  Children to make posters or a presentation highlighting the water issues in the world today. Why is water important? Look at charities like Water Aid and the power of water (if a Jigsaw school, could look at the water lessons on community areas).</p>



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children to make their own story book of Rama and Sita and explain their importance in the story – What do Hindus learn from the actions of the lead characters? How is Ravana a symbol of evil? Why was it important that people stood up to this evil? What might have happened if they hadn't? How should this influence Hindu behaviour today?</p> <p>Conscience Alley – Teacher or a child to assume the role of a Hindu child and ask the children to stand in two rows, facing each other. Both sides have prepared opposing arguments for the key question. Teacher or child to walk down the middle and ask both sides for their opposing views, making a decision at the end, based on the children's arguments. Each individual child to consider one way in which Divali encourages belonging for a child and for the community. They note this down and then all share their ideas with each other and see if one answer emerges as the favourite.</p> <p><b><u>Questions to support Greater Depth</u></b>                      What does it mean to belong/have a sense of belonging?                      Can you think of any groups or clubs that you belong to? Are there any traditions or things that you do in these clubs that make you feel you belong?                      What does belonging mean to you?                      What do you think gives a sense of belonging, shared beliefs or shared activities or both?                      What is the link between the story and Divali? Which character do you feel represents the true meaning of Divali?                      Can you think of any customs and traditions that Hindus do to celebrate the festival of Divali?                      Which of these do you think might give a Hindu the greatest sense of belonging and why?                      What activities would you like to join in with if joining in with Divali celebrations with a Hindu family?                      Would you have the same feeling of belonging and if so why/why not?</p>	<p>Could use a still from a Christmas advert and ask the children to thought track, contributing ideas for what the characters may be thinking or feeling. Compare this to a freeze frame of the nativity scene and ask them what these characters are feeling?                      Which scene represents the true meaning of Christmas? Class vote – has Christmas lost its true meaning?</p> <p><b><u>Questions to support Greater Depth</u></b>                      Is Christmas a special time for you? If so why/why not? (Be sensitive of family situations)                      What is the true meaning of Christmas for Christians? Does everyone celebrate Christmas? If not, do you know why?                      Do you think that everyone who enjoys Christmas is a Christian?                      Christians believe that God gave Jesus to the world, what gift would you give to the world to make it a better place and why?                      What tradition/custom do you think may be the most important for Christians at Christmas and why?</p>	<p>Teacher to call a "meeting" with the class and the children to "attend" in order for the decision to be made. The children can take on the collective role of the bystanders in the story and discuss what they have witnessed. e.g. Did you just witness a miracle or not?</p> <p><b><u>Questions to support Greater Depth</u></b>                      What does the word 'miracle' mean to you? Why do you think there are/are not such things as miracles?                      Why might Christians believe that Jesus was able to perform 'miracles'?</p> <p>Do you believe Jesus was able to perform miracles or do you think there is another explanation?                      Are there other examples in the Bible when Jesus did something miraculous?</p>	<p><b><u>Questions to support Greater Depth</u></b>                      Can you think of a time when you have 'saved the day'?                      Can you think of a time when someone else has 'saved the day' for you?                      What did people need forgiving for?                      Why do Christians believe that Jesus died?                      What are your thoughts about Jesus's death? Do you share the Christian belief about 'Good Friday'?                      Did Jesus deserve to die?                      Jesus's death can be difficult to understand. Do you have any questions you would like to ask?</p>	<p><b><u>Questions to support Greater Depth</u></b>                      What different roles do you have?                      Do you have different roles for different people/groups?                      Do different responsibilities come with these different roles?                      Is there anything about you that is the same in each of these roles? E.g. a character trait that stays the same?</p> <p>How can Brahman be everywhere and in everything?                      As a Hindu, how would the belief that Brahman is everywhere and in everything affect how you lived your life?                      What do you think about the Hindu belief of Brahman? Do you have any more questions that you would like answered?</p>	<p>Make a collage of the river and research facts about it to include on the picture.                      Make raindrop sun catchers, using shavings of wax crayons sprinkled onto parchment paper. Then melt with a hair-dryer and cut out a large raindrop shape. Include a reason on the back of why the River Ganges is a special place.                      Hang them and make a class display. Children can stick a reason for visiting the Ganges on one side and an emotion that could be felt when doing this on the flip.</p> <p><b><u>Questions to support Greater Depth</u></b>                      How can you save water?                      Why is water such an important resource?                      Why is The River Ganges symbolic for Hindus?                      How might a Hindu feel when visiting the Ganges?                      Is the Ganges a special place to visit for a non-Hindu? Why?</p>

# PSHRE in Year 3

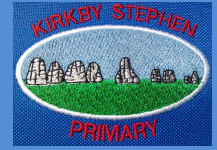
In PSHRE the children will...



Romans and Volcanoes		Metals and Magnets	Light	Food and Farming	
How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
<p><b>Relationships</b></p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<p><b>Health and wellbeing</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<p><b>Relationships</b></p> <p>Families; family life; caring for each other</p>	<p><b>Living in the wider world</b></p> <p>Community; belonging to groups; similarities and differences; respect for others</p>	<p><b>Health and wellbeing</b></p> <p>Being healthy: eating well, dental care</p> <p>Being healthy: keeping active, taking rest</p>	
<ul style="list-style-type: none"> <li>- How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</li> <li>- How to recognise if others are lonely and excluded and strategies to include them.</li> <li>- How to built good friendships, including identifying qualities that contribute to positive friendships.</li> <li>- Friendships sometimes have difficulties and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</li> <li>- How to recognise if friendships are making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> </ul>	<ul style="list-style-type: none"> <li>- How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</li> <li>- How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilisers.</li> <li>- That their body belongs to them and should not be hurt or touched without permission; what to do and who to tell if they feel uncomfortable.</li> <li>- How to recognise and respond to pressure to do something that makes them feel uncomfortable or unsafe including online.</li> <li>- How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines and household products, responsibly).</li> <li>- How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes and burns.</li> <li>-What to do in an emergency, including calling for help and speaking to the emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step parents, blended families, foster and adoptive parents.</li> <li>- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays.</li> <li>- How people within families should care for each other and the different ways they demonstrate this.</li> <li>- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</li> </ul>	<ul style="list-style-type: none"> <li>- How to belong to different groups and communities, e.g. friendships, faith, clubs, classes/year groups.</li> <li>- What is meant by a diverse community; how different groups make up the wider/local community around the school.</li> <li>- How the community helps everyone to feel included and values the different contributions that people make.</li> <li>- How to be respectful towards people who may live differently to them.</li> </ul>	<ul style="list-style-type: none"> <li>- How to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>- How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</li> <li>- How not eating a balanced diet can affect health including the impact of too much sugar/ acidic drinking on dental health.</li> <li>- How people make choices about what to eat and drink, including who or what influences these.</li> <li>- How, when and where to ask for advice and help about healthy eating and dental care.</li> <li>- How regular physical activity benefits bodies and feelings.</li> <li>- How to be active on a daily and weekly basis- how to balance time online with other activities.</li> <li>- How to make choices about physical activity, including what and who influences decisions.</li> <li>- How the lack of physical activity can affect health and wellbeing.</li> <li>- How lack of sleep can affect the body and mood and simple routines that support good quality sleep.</li> <li>- How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</li> </ul>	

# Year 3

## Our Nine Standards Challenge



By the end of year three the children will...

Thread a needle.	Harvest a plant they've grown and make something with it.	Create a fact-file about yourself including height, weight, shoe size, allergies etc.	Join a club outside school.	Make a salad.	Make their own bed.	Demonstrate the recovery position.	Ride a bike.	Visit a museum or art gallery.
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