



Year 3 Curriculum 2018 – 2019



Year 3 Long Term Overview 2018-19 – Katie Law & Jenny Copeman / Sarah Hasnip

Term 1 – STONE AGE

WOW EVENT – CAVEMAN EXPERIENCE

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Playscripts Recounts	Number – Place Value, Addition and Subtraction	Rocks	E-Safety Coding	Painting – cave paintings	Stone Age	Appreciate and understand a wide range of live and recorded music	Jigsaw – Being Me and My World	Dance - Nutcracker	Christian beliefs and lifestyles Early Religion

Term 2 – BRONZE AGE AND IRON AGE

WOW EVENT – NUTCRACKER CINEMA VISIT

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Word Play – Limericks and Riddles Digital Media	Number – Addition, Subtraction, Multiplication and Division	Plants	Online Safety Spreadsheets	Sketching	Bronze Age and Iron Age Human and Physical Characteristics	Play and Perform	Jigsaw – Celebrating Difference	Dance – Nutcracker	Christian beliefs and lifestyles Early religion Christmas

Term 3 – CHINESE NEW YEAR CELEBRATIONS

WOW EVENT – A DAY IN THE LIFE OF A CHINESE PUPIL

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Cultural Stories Performing and Reciting Poetry	Number – Multiplication and Division Money Statistics	Plants	Touch Typing	Cooking	Locational Knowledge - Cities	Listen with attention to detail and recall sounds	Jigsaw – Dreams and Goals	Gymnastics	Christian Journeys Chinse New Year Gladys Aylward



Term 4 – CHINA (A DAY IN THE LIFE OF A STUDENT IN CHINA)

WOW EVENT – SCIENCE WOW EVENTS

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Legends Classical and Contemporary Poetry	Measurement Fractions	Light	Emailing Graphing	Kite - Dragons	Shang Dynasty	Improvise and compose music for a range of purposes using the dimension of music	Jigsaw – Healthy Me	Striking and Fielding Games	Christian Journeys Chinese New Year Gladys Aylward Easter

Term 5 – EXPLORERS

WOW –SCAVENGER HUNT (SPRINGFIELDS)

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Adventure Stories Instructions	Fractions Time	Forces	Branching Databases	Painting – Andy Warhol	Maps and Compass Work	Use and understand staff and other musical notation	Jigsaw - Relationships	Netball Orienteering	Signs and Symbols in Religion

Term 6 – EUREKA!

WOW –MAD SCIENCE

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Persuasive Writing Information Texts	Measurement Geometry	Animals including humans	Simulations	Model making		To develop an understanding of the history of music	Jigsaw – Changing Me	Athletics	Signs and Symbols in Religion



Year 3/4 English Curriculum 2018/19 Statutory Requirements

Spoken Language	
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ▪ participate in discussions, presentations, performances, role play, improvisations and debates ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others ▪ articulate and justify answers, arguments and opinions ▪ speak audibly and fluently with an increasing command of Standard English ▪ gain, maintain and monitor the interest of the listener(s) 	
Reading – Word Recognition	Reading - Comprehension
<p><i>Pupils should be taught to across Lower KS2:</i></p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Spelling Progression Document both to read aloud and to understand the meaning of new words they meet ▪ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p><i>Pupils should be taught to across Lower KS2:</i></p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader’s interest and imagination ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ retrieve and record information from non-fiction ▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them as listed in Spelling Progression Document ▪ spell further homophones ▪ spell words that are often misspelt – Spelling Progression Document ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ▪ use the first two or three letters of a word to check its spelling in a dictionary ▪ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ▪ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Grammar Progression by: ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense <i>e.g. He has gone out to play</i> contrasted with <i>He went out to play</i>] ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ indicate grammatical and other features by: ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others’ writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Key Terminology for children

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) determiner, pronoun, possessive pronoun, adverbial



Year 3 Maths Curriculum 2018/19 Statutory Requirements

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s • add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above



Year 3 Maths Curriculum 2018/19 Statutory Requirements

Measurement	Geometry – Properties of Shape
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • 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, am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events [for example, to calculate the time taken by particular events or tasks] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables 	



Year 3 Science Curriculum 2018/19 Statutory Requirements

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Rocks

Pupils should be taught to:

- 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

Light

Pupils should be taught to:

- 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

Year 3 Science Curriculum 2018/19 Statutory Requirements

Forces and magnets

- 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

Year 3 History Curriculum 2018/19 Statutory Requirements

Changes in Britain from the Stone Age to the Iron Age

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

- The Shang Dynasty of Ancient China



Year 3 Geography Curriculum 2018/19 Statutory Requirements

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, and major cities.
- name and locate countries and cities of the United Kingdom, geographical regions and their identifying 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.

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: volcanoes and earthquakes.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the 8 points of a compass, 4- and 6-figure grid references.



Year 3 Computing Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



Year 3 Art Curriculum 2018/19 Statutory Requirements

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 3 DT Curriculum 2018/19 Statutory Requirements

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Year 3 Music Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notation
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music



Year 3 PE Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best



Year 3 MFL Curriculum 2018/19 Statutory Requirements (see La Jolie Ronde Scheme of Work)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English



