 Year 3 Curriculum Document

Topics and specified areas:

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| Term | Autumn | Spring | Summer |
| Topic | Stone Age | Ancient Civilisations | Ancient Civilisations |
| Science | Chemistry | Biology/Evolution | Physics |
| Geography | The United Kingdom  Settlements/European Comparison | Locational Knowledge of the World  Mountains/Climate Zones | Place knowledge  Rivers |
| History | Stone Age to Iron age | Ancient Civilisations | Ancient Civilisations |
| Computing | To Code | To Collect | To Connect/Communicate |
| RE | Christianity | Islam/Judaism | Hinduism |
| PSHE | Being Me/Celebrating Difference | Dreams and Goals/Healthy Me | Relationships/Changing Me |
| MFL | Getting to know you/All about me | Food glorious food/Family and Friends | Our School/Time |

Free choice Curriculum areas:

English, Art, Design and Music must be covered using the attached skills but can be done so at teacher discretion throughout the year. Maths follows the Head Start Framework timings.

Themes and Experiences:

Alongside our Topic Curriculum as a school we will be holding Theme Days and Weeks. These will be focusing on providing our children with experiences and skills they need to succeed both in learning and life.

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| Autumn | Spring | Summer |
| Being Church Lane Days  (Focus Question: What skills do we need to succeed at Church Lane?)  School Values/Resilience Day  Sleaford Day  Science Day  Awareness Day  Design Technology Week | School Values/Resilience Day  E-Safety Day  Sleaford Day  Careers Day | School Values/Resilience Day  Mental Health Day  Entrepreneur Week (Fayre – crafts)  Healthy Living Day (Fayre – games)  Sleaford Day |

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| English |
| To write with purpose   * Use the main features of a type of writing * Use techniques used by authors to create characters and settings * Plan, write, edit and improve |
| To use imaginative description   * Create characters, settings and plots * Use alliteration effectively * Use similes effectively * Use noun phrases and adverbial phrases |
| To organise writing appropriately   * Use organisational devices such as headings and subheadings * Use the perfect form of verbs to mark relationships of time and cause * Use connectives that signal time, shift attention, inject suspense and shift the setting |
| To use paragraphs   * Organise paragraphs around a theme * Sequence paragraphs |
| To use sentences appropriately   * Use a mixture of simple, compound and complex sentences   Write sentences that include:   * Conjunctions (when, if, because, although) * Adverbs * Direct speech (punctuated correctly) * Clauses * Adverbial phrases |
| To present neatly   * Join letters, deciding which letters are best left un-joined * Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately |
| To punctuate accurately   * Use commas after fronted adverbials * Use the possessive apostrophe * Use and punctuate direct speech |

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| Reading |
| To read words accurately   * Apply a growing knowledge of root words, prefixes and suffixes * Read further exception words noting the spellings |
| To understand texts   * Draw inferences from reading (such as inferring character’s feelings, thoughts and motives from their actions) * Justify inferences with evidence * Predict * Recall and summarise main ideas * Discuss words and phrases that capture the imagination * Retrieve and record information from non-fiction * Prepare poems and plays to read aloud with expression, volume, tone and intonation * Identify recurring themes and elements of different stories (e.g. good triumphing over evil) * Recognise different forms of poetry * Explain and discuss understanding of reading, maintaining focus on the topic * Identify how language, structure and presentation contribute to meaning * Ask questions to improve understanding of a text |

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| Communication |
| To listen carefully and understand   * Engage in discussions making relevant points * Ask for specific additional information to clarify * Understand the meaning of some phrases beyond the literal interpretation |
| To develop a wide and interesting vocabulary   * Use time, size and other measurements to quantify * Use interesting adjectives, adverbial phrases and extended noun phrases in discussion * Use vocabulary that is appropriate to the topic |
| To speak with clarity   * Use verbs with irregular endings * Use a mixture of sentence lengths to add interest to discussions and explanations * Use intonation to emphasise grammar and punctuation when reading aloud |
| Tell stories with structure   * Bring stories to life with expression and intonation * Read the audience to know when to add detail and when to leave it out |
| To hold conversations and debates   * Make relevant comments or ask questions in a discussion or a debate * Seek clarification by actively seeking to understand others points of view * Respectfully challenge opinions or points offering an alternative |

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| Maths (Year 3) |
| Place value   * Count in hundreds and fifties * Represent numbers to 1,000 and place on a number line * Place value to 100 * Find 1, 10 and 100 more or less than a given number * Compare objects and numbers up to 1,000 * Order numbers |
| Addition and subtraction   * Add and subtract multiples of 100 * Add and subtract 3 digit numbers and 1s * Add and subtract 3 digit numbers and 10s * Add and subtract 3 digit numbers and 100s * Spot the pattern making it explicit * Add and subtract 2 digit and 3 digit numbers * Add and subtract two 3 digit numbers * Estimate answers to calculations and check |
| Multiplication and division   * Multiplication – equal groups * Multiplying and dividing by 3, 4 and 8 * Comparing statements * Multiply and divide 2 digits by 1 digit * Scaling |
| Measurement (money)   * Pounds and pence and converting between * Adding and subtracting money * Giving change |
| Statistics   * Pictograms * Bar charts * Tables |
| Measurement (length and perimeter)   * Measure length * Equivalent lengths (m/cm, mm/cm) * Compare lengths * Add and subtract lengths * Measure and calculate perimeter |
| Fractions   * Unit and non unit fractions * Making a whole * Tenths * Tenths as decimals * Fractions of a number line * Fractions of a set of objects * Equivalent fractions * Compare and order fractions * Add and subtract fractions |
| Measurement (time)   * Months and years, hours in a day * Telling the time to five minutes and one minute * AM, PM and the 24 hour clock * Finding and comparing the duration * Start and end times * Measuring time in seconds |
| Properties of shape   * Turns and angles * Right angles in shapes * Compare angles * Draw accurately * Horizontal, vertical, parallel and perpendicular * Recognise and describe 2D and 3D shapes * Make 3D shapes |
| Measurement (mass and capacity)   * Measure and compare mass * Add and subtract mass * Measure and compare capacity * Add and subtract capacity |

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| Science |
| Working scientifically   * Ask relevant questions * Set up simple practical enquiries and fair tests * Make accurate measurements using standard units using a range of equipment * Gather, record, classify and present data in a variety of ways to help answering questions * Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables |
| Biology  To understand animals and humans   * Identify that animals, including humans need the right types and amounts of nutrition; that they cannot make their own food and they get nutrition from what they eat * Construct and interpret a variety of food chains, identifying producers, predators and prey * Identify that humans and some animals have skeletons and muscles for support, protection and movement * Describe the simple functions of the basic parts of the digestive system in humans * Identify the different types of teeth in humans and their simple functions   To investigate living things   * Recognise that living things can be grouped in a variety of ways * Explore and use classification keys * Recognise that environments can change and that this can sometimes pose dangers to specific habitats |
| Chemistry  Rocks and soils   * Compare and group different kinds of rocks based on simple, physical properties * Relate the properties of rocks to their formation (igneous or sedimentary) * Describe how fossils are formed when things that have lived are trapped within sedimentary rock * Recognise that soils are made from rocks and organic matter |
| Physics  To understand movement, forces and magnets   * Compare how things move on different surfaces * Notice that some forces need contact between two 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 whether they are magnetic * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other depending on which poles are facing on another   To investigate sound and hearing   * Identify how sounds are made, associating them with something vibrating * Recognise that vibrations from sounds travel through a medium to the ear   To understand the Earth’s movement in space   * Describe the Earth’s movement around the sun and the moon relative to the Earth |

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| Geography |
| To investigate places   * Ask and answer geographical questions about the physical and human characteristics of a location * Use maps, atlases, globes and digital computer mapping to locate countries and describe features * Use fieldwork to observe and record the human and physical features in the local area, using a range of methods * Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics including: hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time * Name and locate the countries of Europe and identify their main physical and human characteristics |
| To investigate patterns   * Name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date time zones. Describe some of the characteristics of these geographical areas * Describe geographical similarities and differences between countries * Describe how the locality of the school has changed over time |
| To communicate geographically   * Describe key aspects of physical features (rivers, mountains, volcanoes, earthquakes and the water cycle) * Describe key aspects of human features (settlements and land use) * Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world |

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| History |
| To investigate and interpret the past   * Use evidence to ask questions and find answers to questions about the past * Suggest suitable sources of evidence for historical enquiries to gain an accurate understanding of history * Describe different accounts of a historic event, explaining some of the reasons why the accounts may differ * Suggest causes and consequences of some of the main events and changes in history |
| To build an overview of world history   * Describe changes that have happened in the locality of the school throughout history * Give a broad overview of life in Britain from ancient to medieval times * Give a broad overview of life in Britain from medieval until the Tudor and Stuart times * Describe the social, ethnic, cultural or religious diversity of past society * Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children |
| To understand chronology   * Place events, artefacts and historical figures on a timeline using dates * Understand the concept of change over time, representing this along with evidence on a timeline * Use dates and terms to describe events |
| To communicate historically   * Use appropriate historical vocabulary including: dates, time period, era, change, chronology. * Use English, Maths and ICT skills to communicate information about the past |

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| Computing |
| To code   * Use specified screen co-ordinates to control movement * Set the appearance of objects and create sequences of changes * Create and edit sounds (control when they are heard, duration, volume and rests) * Specify conditions to trigger events * Use IF and THEN conditions to control events or objects |
| To connect   * Give examples of the risks posed by online communications * Understand the term copyright * Understand that comments made online that are hurtful and offensive are the same as bullying * Understand how online services work |
| To communicate   * Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally |
| To collect   * Devise and construct databases |

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| Art and design |
| To develop ideas   * Collect information, sketches and resources * Adapt and refine ideas as they progress * Explore ideas in a variety of ways * Comment on artworks using visual language |
| To master techniques  Drawing   * Use different hardness of pencils to show line, tone and texture * Annotate sketches * Sketch lightly and use shading to show light and shadow * Use hatching and cross hatching to show tone and texture   Painting   * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines * Mix colours effectively * Use watercolour to produce washes for backgrounds and then add detail * Experiment with creating mood and colour   Collage   * Select and arrange materials for a striking effect * Use coiling, overlapping, tessellation, mosaic and montage   Sculpture   * Create and combine shapes to create recognisable forms * Include texture that conveys feelings, expression or movement * Use clay and other mouldable materials * Add materials to provide interesting detail   Print   * Use layers of two or more colours * Replicate patterns observed in natural or built environments * Make printing blocks * Make precise repeating patterns |
| To take inspiration from the greats   * Replicate some of the techniques used by notable artists * Create original pieces that are influenced by studies of others |

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| Design and technology |
| To master practical skills  Food   * Prepare ingredients hygienically using appropriate utensils * Measure ingredients to the nearest gram accurately * Follow a recipe * Assemble or cook ingredients   Materials   * Cut materials accurately and safely by selecting appropriate tools * Measure and mark to the nearest mm * Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material * Select appropriate joining techniques   Construction   * Choose suitable techniques to construct products or to repair items * Strengthen materials using suitable techniques   Mechanics   * Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (levers/winding mechanisms/pulleys and gears) |
| To design, make, evaluate and improve   * Design and make products by working efficiently (carefully selecting materials) * Refine work and techniques as work progresses continually evaluating the product design * Use software to design and represent product designs |
| To take inspiration from design throughout history   * Identify some of the great designers to generate ideas for designs * Improve upon existing designs giving reasons for choice * Disassemble products to understand how they work |

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| Music |
| To perform   * To sing in tune from memory with accurate pitch * Maintain a simple part within a group * Show control of voice * Play notes on an instrument with care * Perform with control and awareness of others |
| To compose   * Compose and perform melodic songs * Use sound to create abstract effects * Create repeated patterns with a range of instruments * Create accompaniments for tunes |
| To transcribe   * Devise non standard symbols to indicate when to play and rest * Recognise the notes EGBDF and FACE on the musical stave |
| To describe music   * Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music * Evaluate music using musical vocabulary to identify areas of likes and dislikes * Understand layers of sounds and discuss their effect on mood and feelings |

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| RE |
| Christianity   * Learn/understand how symbols in the bible help a Christian relate to God * Learn/understand what symbols in the story of Jesus’ baptism reveal about the nature of God * Learn/understand what visual symbols and symbolic acts can be seen in the Christian church   Islam   * Learn/understand what the main concepts in Islam reveal about the nature of Allah * Learn/understand the purpose of visual symbols in a mosque   Hinduism   * Learn/understand how deities and key figures are described in Hindu texts and stories * Learn/understand what Hindus understand about the divine through stories * Learn/understand what the purpose of visual symbols in the Mandir are   Judaism   * Learn/understand the journeys carried out by religious people and key beliefs expressed by the journey |

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| PSHE (Jigsaw) |
| Areas:   * Being me in my world * Celebrating difference * Dreams and goals * Healthy me * Relationships * Changing me |

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| MFL (French) |
| Getting to know you   * Hello * What’s your name? * How are you? * Goodbye * Numbers to 10 * How old are you?   All about me   * Classroom instructions * My body * Actions * Colours * Clothes   Food glorious food   * The very greedy dog * Please may I have? * Preferences * What colour is it? * What did he eat? * I’m hungry   Family and friends   * Meet my family * Pets * Alphabet * What’s his name? * How do you spell? * My home   Our school   * What’s in the classroom? * What’s in your pencil case? * School subjects * PE lesson * Around school * What do you like to do?   Time   * Counting to 31 * Days of the week * Months of the year * Mon anniversaire * The date * Yesterday, today, tomorrow |