

DALLAM PRIMARY SCHOOL



Year 3 Curriculum

Intent

The curriculum at Dallam Primary is designed to provide a broad and balanced education that meets the needs of all of our children while delivering the programmes of study outlined in the National Curriculum in England. Through a wide range of subjects, it encourages effective communication, independence, curiosity, creativity and resilience to produce collaborators, innovators and leaders. Promoting physical development and mental well-being are key elements in supporting the development of the whole child and promoting a positive attitude to learning.

Central to our curriculum are core skills that underpin everything that we do:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Our approach enables children to make connections within and across subjects as they acquire the knowledge, understanding and skills they will need for the next stage in their learning and to make a positive contribution to and celebrate diversity within their community and in the wider world today and in the future.

Long Term Plan

	AUTUMN		SPRING		SUMMER	
Science	Light Rocks		Forces & Magnets Animals Including Humans		Plants	
Computing	Programming with Scratch Explore Networks and the Internet E-safety		Emailing A Journey inside a Computer E-Safety		Developing an Understanding of Databases Editing and Creating Trailers. E-Safety	
History	Changes in Britain from the Stone Age to the Bronze Age		Changes in Britain from the Stone Age to the Iron Age		The Romans and Their Impact on Britain Depth Study Roman Culture, Technology and Beliefs Invasion, Settlement, Empire	
Geography			Settlements – Focus on Warrington and Liverpool		Settlements – Focus on Warrington and Liverpool Fieldwork	
Design and Technology	Mechanisms	Textiles	Digital World	Structures	Electrical Systems	Food and Nutrition
Art and Design	Drawing and Painting					
	Sculpture - working with clay					
Music	Ballads	Developing Singing Technique	Pentatonic Melodies	Traditional Instruments and Improvisation	Becoming Composers	
PE	Personal Skills (Real PE) Athletics	Social Skills (Real PE) Invasion Games	Cognitive Skills (Real PE) Gymnastics Rugby	Creative Skills (Real PE) Striking and Fielding Games Outdoor Adventure	Physical Skills (Real PE) Dance Swimming	Health and Fitness (Real PE) Dance
RE	Christianity - God How have some people served God?	Christianity – Jesus What does it mean to be a disciple of Jesus?	Christianity – The Church What do Christians mean by the Holy Spirit?	Islam Why is the prophet Muhammad (pbuh) an example for Muslims?	Hinduism Why is family life an important part of Hindu life?	Sikhism Why are Gurus important to Sikhs?
Languages Spanish	A new start	The calendar and celebrations	Animals I like and don't like	Carnival, colours and playground games	Food we eat everyday	Gingerbread man / Going on a picnic
PHSE	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

English

Spoken Language

Throughout each year group, pupils will build on the oral language skills build in previous years at a level which is appropriate to their age. They will be encouraged to communicate effectively across a range of contexts and to a range of audiences. They will have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils will be encouraged to take turns and participate constructively in conversations and debates.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Throughout Year 3, pupils will have opportunities to read and enjoy listening to a range of quality fiction.

The reading spine books for Year 3, which will be read aloud throughout the year are:

The poetry spine includes:

Paint Me a Poem-Grace Nichols

The World's Greatest Space Cadet –Jim Carter

The Puffin Book of Brilliant Poetry

Quick Let's Get out of Here- Michael Rosen

Reading

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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.
- develop positive attitudes to reading and understanding of what they read by:
 - 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

Reading

- understand what they read, in books they can read independently, by:
- 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.

Reading Across the Curriculum

Throughout Year 3, pupils' learning across the curriculum will be supported by a range of quality books including:

Autumn term

Stone Age Boy

Spring term

Home

Summer term

Romans on the Rampage

Writing

During Year 3, pupils will write a range of genres. Particular focus will be placed on:

stories involving: meeting someone special, a journey, losing something and making a wish
discussion, reports and instructions.

Talk For writing Texts include:

The Dragon Machine

Three Billy Goats Gruff

The Tunnel

Cloudland

Jamil's Clever Cat

Writing

Pupils will be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- 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.

write legibly, fluently and with increasing speed by:

- 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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 (English Appendix 2)
- 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]

Writing

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread 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.
- develop their understanding of vocabulary and grammatical concepts 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
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using and understanding grammatical terminology appropriate to Y3 accurately and appropriately when discussing their writing and reading.

PALS Objectives

Writing is planned for and assessed using objectives from PALS files which break down Y3/4 National Curriculum objectives into Year groups and ensure progression through the year.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Vocabulary</u>	<p>Use more specific nouns e.g. cottage instead of house.</p> <p>Use another noun to write the expanded noun phrases for precision e.g. sports car, maths teacher.</p> <p>Use a greater range of appropriate adjectives to write expanded noun phrases for description.</p> <p>Use a range of prepositions to write expanded noun phrases for specification e.g. The dog under the tree was eating a bone.</p>	<p>Use 'a and an' correctly.</p> <p>Use demonstratives – this dog, that dog.</p> <p>Use a greater range of superlative adjectives for height, weight, length and speed e.g. highest, heaviest, longest, slowest.</p> <p>Use a greater range of comparative adjectives for height, weight, length and speed e.g. taller, lighter, shorter, faster.</p> <p>Use present perfect tense e.g. He has gone out to play.</p> <p>Use a greater range of adverbs for place – e.g. everywhere, somewhere, indoors, outdoors.</p> <p>Use a greater range of adverbs for manner – e.g. quietly, quickly, angrily.</p> <p>Use pronouns to link sentences – The witch looked at the boy. She grinned, He screamed.</p>	<p>Use a range of adverbs e.g. later, tomorrow and adverbial phrases for time e.g. a moment later, after lunch.</p> <p>Use fronted adverbs of time e.g. suddenly, secondly.</p> <p>Use adverbs for addition e.g. Also.</p> <p>Use adverbs for cause e.g. therefore.</p> <p>Use adverbs for opposition e.g. However.</p>
<u>Sentence</u>	<p>Use a range of sentence structures for effect e.g. and, so, but, or</p> <p>Use co-ordination – sentences with more than 2 clauses with coordinating conjunctions e.g. He was tired and hungry so they went home.</p> <p>Use full range of KS1 punctuation correctly</p> <p>A, ! ? , ' ,</p> <p>Use commas in a list of adjectives e.g. juicy, red apples</p> <p>Use commas in a list of expanded noun phrases.</p> <p>Use apostrophes to show missing letters in contractions.</p>	<p>Use subordination to express time and cause e.g. when, before, after, while/ because, so that.</p> <p>Use commas after subordinate clauses when used at the start of a sentence.</p> <p>Use apostrophes to show singular possession.</p>	<p>Use subordination 'that' for inanimate objects e.g. My dad bought that car. My dad bought a car that had two flat tyres.</p> <p>Use subordination – using 'who' as a relative pronoun for animate objects e.g. There once was a prince who loved ice cream.</p> <p>Use inverted commas for speech in dialogue.</p> <p>Use subordination n- using 'that' following a range of verbs for thinking e.g. I forgot that he was coming.</p> <p>Use subordination – starting sentences with subordinate clauses using 'when' and 'if'.</p>

PALS Objectives

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition</p>	<p>Read and discuss with teacher/peers models of similarly structured writing.</p> <p>Use above models to record group and own ideas for a given audience and purpose.</p> <p>Use the recorded ideas on own planning frame as a starting point for oral/ written composition.</p> <p>Compose and rehearse sentences orally.</p> <p>Follow a plan and draft for each section of my writing.</p> <p>Evaluate own and others' writing for sense by re-reading with teacher/ peers.</p> <p>Use terminology correctly when discussing writing e.g. preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, speech marks.</p>	<p>Edit own writing by suggesting and making grammar and vocabulary improvements.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud own writing to teacher/ group using correct intonation and volume.</p> <p>Use a range of cohesive devices to make links in their writing – pronouns, adverbs, adverbial phrases.</p> <p>Write endings appropriate to the genre – may link back to the openings.</p> <p>Use sections to signal changes in time – paragraphs.</p> <p>Write non-chronological reports in different forms. – Recount in a diary, instructions for directions.</p> <p>Write a non-chronological report.</p>	<p>Include direct speech to advance the plot.</p> <p>Use a range of cohesive devices to make links in non-fiction texts e.g. pronouns, adverbs, adverbial phrases.</p> <p>Write non-fiction texts using organisation and features to suit the text type e.g. subheadings for presentation.</p> <p>Include relevant description of subject matter.</p> <p>Write opening statements with information to engage the reader e.g. questions and/or commands.</p> <p>Write closing statements to show personal opinion or viewpoint.</p>
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Maths



Throughout Year 3 pupils will:

- develop mathematical fluency and conceptual understanding in increasingly complex problems
- recall and apply knowledge rapidly and accurately
- reason mathematically, recognise and describe relationships and use correct mathematical vocabulary to prove their findings
- solve a wide range of increasingly complex problems – both routine and non-routine
- use efficient written and mental methods of calculation
- break problems down into a series of manageable steps
- persevere to find solutions
- make connections between multiplication and division with fractions, decimals, percentages and ratio.
- extend their understanding of the number system and place value to include larger integers
- Be introduced to the language of algebra as a means for solving a variety of problems
- read, spell and pronounce mathematical vocabulary correctly

Number and Place Value

Pupils will be taught to:

- 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 three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.
- 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
- 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.
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Number and Place Value

- 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.
- 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, $\frac{7}{5} + \frac{1}{5} = \frac{8}{5}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurement

- 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, a.m./p.m., 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].

Geometry

- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects.

Statistics

- 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.

The long term plan for maths in Year 3 ensures full coverage of the National Curriculum.

	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	Numbers to 1000		Number: Addition and Subtraction				Number: Multiplication and Division				Measures: Length	
Spring	Measures: Mass and Volume			Measures: Money			Measures: Time				Geometry: Graphs	
Summer	Number: Fractions						Shape: Angles		Shape Space and Measures		Shape: Perimeter	

Pupils are assessed throughout the year to determine whether they are on track to achieve Age Related Expectations at the end of the Year.

Year 3	Working within	Focussing	Securing
<p>Wants no problem</p> <p>Number</p>	<p>Chapter 1,2,3,4</p>	<p>Chapter 8,11</p>	
<p>Number and the number system</p>	<p>Read and write numbers to 1000 in words(begin to) and numerals</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Count in 4s, 8s, 50s and 100s.</p> <p>Understand how many 100s are needed to make a 1000.</p> <p>Compose and decompose (partition) numbers consisting of 100s, 10s and 1s.</p> <p>Compare and order numbers up to 1000</p> <p>Identify and represent numbers in different ways</p> <p>Recognise, describe and complete increasingly complicated number patterns.</p>	<p>Read and write numbers to 1000 in words and numerals correctly</p> <p>find 10 or 100 more or less than a given number</p> <p>identify, represent and estimate numbers using different representations</p> <p>Compare and order numbers crossing the 100's boundary using place value knowledge</p> <p>Count on or back in hundreds from 0, 1000 or any number</p> <p>Recognise unit fractions and find fractions of a set of objects, whole numbers, <u>shapes</u>.</p> <p>Know by heart and use \times and \div facts for the 2, 5 and 10 \times tables</p> <p>Recognise, find and write unit fractions and non-unit fractions with small denominators of whole numbers, shapes or a set of objects:</p> <p>Count up and down in tenths, recognise tenths arise from dividing into 10 equal parts</p> <p>Recognise equivalent fractions with small denominators and represent through paper folding, shading and diagrams</p> <p>Find equivalent fractions using multiplication and division; determine when a fraction is/is not equivalent and use objects, pictorial representations or X to show equivalence.</p> <p>Compare and order unit fractions, and fractions <u>with</u>, <u>same</u> denominator and place on a number line.</p>	

<p>Calculation</p>	<p>Understand the commutative law and use with addition and subtraction facts.</p> <p>Add or subtract as follows:-</p> <ul style="list-style-type: none"> mentally, near multiple of 10 to or from a 2 or 3-digit number multiples of 10, 100 to/from a 3-digit number. a single-digit number from a 2-digit or 3-digit number without renaming. two 3-digit numbers inc. numbers with zeros regrouping 100s, 10s and 1s. <p>Record addition and subtraction of 2 digit numbers in columns including renaming or exchanging.</p> <p>Use known facts and relationships to carry out simple multiplication and division mentally.</p> <p>Know by heart, use x and + facts for 2, 5, 10 x tables</p> <p>Multiply and divide by 3, 4, 8 and 10</p> <p>Write / calculate mathematical statements for 2-digit x 1 digit numbers progressing to formal written method</p> <p>Multiply and divide with regrouping.</p>	<p>Recall and use x facts for 3, 4, 8 x tables</p> <p>Begin to find remainders after division.</p> <p>Check answers with an equivalent calculation.</p> <p>Add amounts of money using different methods; consolidate addition of £ and p separately or regroup and rename 100p as £1 as a key strategy.</p> <p>Subtract amounts of money using concrete materials and number bonds to develop number sense through decision making.</p> <p>Consolidate column subtraction where there is no regrouping of pence required.</p> <p>Add and subtract amounts of money to give change using £, p in practical contexts</p> <p>Add and subtract fractions with the same denominator within one whole (eg. $5/7 + 1/7 = 6/7$)</p> <p>Add and subtract fractions using pictorial representations, simplify fractions after adding or subtracting them.</p> <p>Subtract fractions from a whole amount using pictorial representations.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>Divide 1 whole between more than 1; share and recognise a whole and its parts using pictures and number lines.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p>	
<p>Problem solving</p>	<p>Identify the calculation in a word problem.</p> <p>Solve addition and subtraction problems using the Bar Model.</p> <p>Solve word problems involving multiplication and division.</p> <p>Solve measurement-related word problems including those associated with length using division.</p>	<p>Explain methods and reasoning orally and in writing.</p> <p>Solve word problems involving money using bar modelling as the key strategy</p> <p>Solve one and two step word problems related to volume and mass</p> <p>Solve word problems with addition, subtraction, multiplication and/or division</p>	

	<p>Create and solve word problems.</p> <p>Make and investigate general statements about familiar numbers and shapes.</p>	<p>Solve problems, including missing number problems</p> <p>Use bar modelling to represent fractions in word problems and to solve problems involving fractions, including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$</p> <p>Solve whole number problems involving \times and \div, including those involving remainders.</p> <p>Solve problems involving \times and \div finding all possibilities problems in which n objects are connected to m objects.</p>	
Ongoing	<ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100 recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 and read and write numbers up to 1000 in numerals and in words identify, represent and estimate numbers using different representations count up and down in tenths solve number and practical problems, including missing number problems, using number facts, place value, and all four operations estimate the answer to a calculation and use inverse operations to check answers recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 		
Year 3	Working within	Focussing	Securing
Measurement	<p>Use metres and centimetres to measure and compare lengths. Write length in centimetres only by converting metres to centimetres. Convert length from metres to km and m.</p> <p>Work out missing values on scales and read labelled divisions accurately. Measure and compare mass using g and kg and capacity / volume using millilitres and litres</p> <p>Recognise denominations of notes and coins and use decimal notation for money. Tell and write the time from analogue clocks and understand the relationship between the minute hand and hour hand. Know the number of seconds in a minute and number of days in each month, year and leap year Use Roman numerals I to XII, and tell the time on 12 and 24 hour clocks Estimate and read time to the nearest minute; record / compare times in seconds, minutes, hours Compare durations of events e.g. number of days for different activities and measure durations using analogue clock or timeline. Compare and represent analogue and digital times Use a variety of vocabulary related to time including noon/ midnight, a.m./p.m. Measure perimeter of simple 2D shapes Create shapes with a specific perimeter. Calculate the perimeter of a rectangle or square using multiplication and addition and using properties of shapes.</p>		
Geometry	<p>Recognise angles as property of shapes or describing turn.</p>		

The National Curriculum specifies the content of each year group's science curriculum.

Throughout Year 3, Pupils will:

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

Science is taught through project work wherever possible, but is often covered as a series of discrete lessons and is organised across the year in Year 3 as follows.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Light	Rocks	Animals Including Humans	Forces and magnets	Plants	

Animals Including Humans

Pupils will:

- 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 will:

- 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 will:

- 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.

Plants

Pupils will:

- 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.

Forces and Magnets

Pupils will:

- 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 some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

SMSC



Whilst opportunities for the development of SMSC are incorporated into all aspects of school life, there are many areas of the curriculum that are designed to specifically address different elements of Social, Moral, Spiritual and Cultural education:

Social Development:	Moral Development:	Spiritual Development:	Cultural Development:
<ul style="list-style-type: none"> • Exercise leadership and responsibility • Work successfully as a member of a group or a team • Work co-operatively • Use a range of social skills in different contexts <p style="text-align: center;">BIG ISSUES through Explore project</p> <ul style="list-style-type: none"> • Reflect on my contribution to society and to the world of work • Appreciate the rights and responsibilities of individuals • Recognise and respect social differences • Challenge the values of a group or wider community • Foster a sense of community, with common, inclusive values • Understand and debate social issues 	<ul style="list-style-type: none"> • Express views in an open and safe learning environment • Develop the desire to explore my own and others' views <p style="text-align: center;">Explore project</p> <ul style="list-style-type: none"> • Develop a willingness to express views on ethical issues • Develop an ability to make responsible and reasoned judgements on moral dilemmas • Develop the ability to think through the consequences of my own and others' actions 	<ul style="list-style-type: none"> • Reflect on own experiences, and learn from reflection • Enjoy learning, and be fascinated by the world around us • Develop an appreciation of the intangible • Ask questions and be curious – 'why?', 'How?', 'Where?' • Develop a sense of empathy with others, concern and compassion • Develop a respect for insight as well as for knowledge and reason • Understand feeling and emotions • Use imagination and creativity in their learning) • Develop an expressive and creative impulse • Have space for their own thoughts, ideas and concerns 	<p style="text-align: center;">Create project</p> <ul style="list-style-type: none"> • Participate in literature, drama, music, art, crafts, and other cultural events. • Develop a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures • Develop a willingness to participate in, and respond to, artist and cultural enterprises • Pupils' understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others

Spanish



Pupils will be taught Spanish in KS2. They will:

- Listen to and understand the main points and some detail from a short spoken passage.
- Give a presentation in a clear audible voice.
- Converse briefly without prompts.
- Enjoy listening and speaking confidently.
- Read aloud with confidence, enjoyment and expression, in chorus or individually.
- Read and understand the main points and some detail from a short written passage.
- Write several sentences from memory.
- Develop a short text using a model.
- Demonstrate understanding of and respect for cultural diversity.
- Present information about an aspect of another country.
- Create spoken and written language using simple sentences.
- Use a dictionary/ICT resource to look up spellings.
- Discuss with a friend and devise role-plays.
- Plan and prepare themselves for a language activity.

Autumn Term



Throughout this term children will:

- Plan and research
- Analyse and evaluate
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Show empathy
- Show a commitment to fairness
- Communicate learning in relevant ways
- Work towards a goal

History: Who were our prehistoric ancestors?

Historical enquiry

- Use sources of information including ICT to find out about events, people and changes from the Stone Age to the Bronze Age
 - Select and record information relevant to the study, using e-learning for research (ongoing)
 - Ask and answer different questions (ongoing)

Chronology

- Sequence several events or artefacts into periods of time (ongoing)
- Use dates and vocabulary related to the passing of time to place the time studied onto a timeline (ongoing)

Historical Knowledge

- Find out about lives of people in the Stone Age and Bronze Age and compare with our life today

Historical Interpretation

- Recognise similarities and differences between periods of time (ongoing)
- Begin to give reasons for and the results of the main events and changes (ongoing)

Design Technology

Design

- Create a design with key features to appeal to a specific person/ purpose

Make

- Manipulate materials to create different effects by cutting, creasing, folding and weaving

Evaluate

- Know how syringes and balloons work in a pneumatic system

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them (ongoing)
- Suggest improvements to their work by annotating a sketchbook (ongoing)

Drawing

- Begin to show facial expressions in drawings
- Show tones, texture form and shape using different grades of pencil shade
- Begin to experiment drawing with depth (in 3d).
- Begin to experiment with different grades of pencils.

Materials

- Plan, design and make models from observation or imagination
- Join clay adequately and construct a simple base for extending and modelling other shapes
- Create surface patterns and textures in a malleable material
- Develop skills in using clay including slabs, coils and slips

Music

Performing

- Sing a ballad
- Perform a ballad with an understanding of style
- Take part in a group performance
- Using call and response, sing songs in a variety of musical styles with accuracy and control
- Perform confidently as part of a group

Composing

- Write lyrics for a ballad
- Add actions to a song to help remember the lyrics and stay in time
- Develop understanding of stave notation and learn to recognise note names by sight and sound
- Create own song by experimenting with the order of known rhythms

Appraising

- Begin to evaluate a peers performance and offer advice on how to improve

Listening and Applying

- Understand that ballads tell a story

Computing

Computing Networks/Programming

- To understand the meaning of the words network, device and wireless.
- Understand how files are shared on different devices.
- Understand what a router does.
- Learn how data can be corrupt or lost.
- To create a sprite.
- Use loops to create repetition.
- To alter a programmes code.
- To add speech to your animation
- To programme a game.

Creative Media/Data Handling - Online Safety

- Identify the difference between facts, opinions and beliefs
- Know ways of dealing with upsetting content online.

RE

Shared Human Experience – ongoing throughout the year

- Suggest and discuss non-materialistic things that are important to humans
- Identify characteristics of a good role model
- Talk about our 'duties' as human beings

Searching for Personal Meaning – ongoing throughout the year

- Identify and talk about their own source of wisdom and the people, ideas and experiences that have influenced them
- Discuss their own identity and the different roles and responsibilities that they may have
- Talk about right and wrong and reflect on their own values
- Talk about their own identity, values and beliefs and how this might affect their behaviour

Christianity

- Talk about some of the Christian beliefs contained within some stories of the prophets (Noah, Abraham, Moses, Jonah)
- Talk about what is meant by 'vocation'
- Discuss religious stories about Jesus from the Bible and identify the Christian values and beliefs they contain
- Discuss how Christians show the teachings of Jesus through charity work. Name a Christian charity organisation and the work they do

PSHE

Being in my World

Celebrating Difference

- I can tell you about a time when my words affected someone's feelings and what the consequences were
- I can give and receive compliments and know how this feels

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Know that I should warm up before an activity
- Explain why physical activity is good for your health – giving specific benefits e.g maintain a healthy weight
- Understand how to exercise safely and describe how the body feels during different activities with reference to breathing and heart rate

Athletics

- I can change speed and direction whilst running
- I can take a running jump
- I can use a range of throwing actions

Games

- I can catch a ball whilst moving
- I can travel with a ball including whilst bouncing
- I can understand tactics for attacking and defending
- I can choose and use batting or throwing skills to make the game hard for their opponents

Personal Skills (Real PE)

- I know where I am with my learning.
- I have begun to challenge myself

Social Skills (Real PE)

- I am happy to show and tell others about my ideas
- I cooperate well with others and give helpful feedback

Spring Term



Throughout this term, pupils will:

- Recognise our roles as Global citizens
- Recognise that we can impact our environment and community
- Show a commitment to fairness
- Show empathy
- Analyse and evaluate
- Communicate learning in relevant ways
- Work towards a goal

History: How did the Iron Age change life in Great Britain?

Historical enquiry

- Select and record information relevant to the study, using e-learning for research (ongoing)
- Ask and answer different questions (ongoing)

Chronology

- Sequence several events or artefacts into periods of time (ongoing)
- Use dates and vocabulary related to the passing of time to place the time studied onto a timeline (ongoing)

Historical Knowledge

- Find out about lives of people in the Iron Age and compare with our life today

Historical Interpretation

- Recognise similarities and differences between periods of time
- Begin to give reasons for and the results of the main events and changes

Geography: What makes places in Great Britain unique?

Locational knowledge

- Locate and name counties and cities in the UK
- Compare cities, towns and villages in the UK

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical features of the North west region of the UK

Design Technology

Design

- Create a design on CAD software
- Design and make a template for textile use

Make

- Use a cross stitch pattern to join fabric
- Use appropriate tools and equipment for cutting, joining, shaping and decorating

Evaluate

- Evaluate own and others' work based on aesthetic of the finished product in comparison to the original design
- Suggest things that could be changed on others designs
- Analyse and evaluate an existing product

Technical Knowledge

- Explain why wide and flat based objects are more stable
- Know that when two edges of fabric have been joined together it is called a seam
- Cooking and Nutrition
- Independently prepare a work station for cooking knowing the basic rules to avoid food contamination
- Describe the benefits of seasonal fruit and vegetables and the impact on the environment
- Know that not all fruit and vegetables are grown in the UK
- Understand the difference between imported food and exported food
- Explain the safety rule for using, storing and cleaning a knife safely

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Keep notes about the purpose of their work in their sketchbooks and adapt and improve it based on this
- Record and collect visual information using digital cameras and video

Digital Media

- Record and collect visual information using digital cameras and video

Drawing

- To know that shading helps make drawn objects look more three dimensional.
- To know that 'tone' in art means 'light and dark'.
- To know that different drawing tools can create different types of lines.
- Use simple shapes to form the basis of a detailed drawing.
- Use shading to demonstrate a sense of light and dark in their work.
- Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way.

Music

Performing

- Begin to use a tuned instrument to play the pentatonic scale and pentatonic melodies.
- Use tuned and untuned instruments to perform as part of a group
- Perform a piece of music following musical notation

Composing

- Understand that the pentatonic scale is a 5 note scale
- Create a piece of music using untuned instruments as representations of sound
- Create a piece of music using a drone, rag and tal

Appraising

- Discuss different genres, styles and traditions of music using musical vocabulary
- Explain their own opinion regarding a piece of music

Listening and Applying

- Move in response to different musical elements - crescendo, tempo and duration
- Improvise using given notes

Computing

Computer systems and Networks

- Write and send an email
- To add attachments to emails
- To recognise inputs and outputs.
- To develop an understanding of various parts of a computer.

· **Online Safety**

- I can recognise unkind behaviour online
- I can recognise junk, spam and phishing emails.
- I can use positive language whilst online.

RE

Shared Human Experience – ongoing throughout the year

- Suggest and discuss non-materialistic things that are important to humans
- Identify characteristics of a good role model
- Talk about our 'duties' as human beings

Searching for Personal Meaning – ongoing throughout the year

- Identify and talk about their own source of wisdom and the people, ideas and experiences that have influences them
- Discuss their own identity and the different roles and responsibilities that they may have
- Talk about right and wrong and reflect on their own values
- Talk about their own identity, values and beliefs and how this might affect their behaviour

Christianity

- Know what Christians mean by the Holy Spirit
- Discuss Christian worship including: Pentecost and the possession of witness

Islam

- Describe how a Muslim might try to follow the teachings and examples of the Prophet Muhammad (pbuh)
- Talk about Zakah and the importance of charity to a Muslim

PSHE

Dreams and Goals

- I can evaluate my own learning process and identify how it can be better next time
- I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest

Healthy Me

- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help
- I can express how being anxious or scared feels
- I can tell you my knowledge about attitude towards drugs
- I can take responsibility for keeping myself and others safe at home

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Know that I should warm up before an activity
- Explain why physical activity is good for your health – giving specific benefits e.g maintain a healthy weight
- Understand how to exercise safely and describe how the body feels during different activities with reference to breathing and heart rate

Gymnastics

- I can perform a forward roll, rug roll and shoulder roll
- I can plan and perform a movement sequence showing contrasts in speed, level and direction.
- I can work with a partner to create and improve a sequence

Swimming

- I can swim competently over a distance of at least 10 metres
- I can swim on my front and on my back
- I am beginning to develop some safe self- rescue techniques

Outdoor Adventure

- I can undertake simple orienteering exercises both indoors and in the school grounds
- I can participate in a range of activities which involve working with and trusting others

PE

Cognitive Skills (Real PE)

- I can explain what I have done well and identified areas of improvement.
- I can use my awareness of space and others to make good decisions

Creative Skills (Real PE)

- I can recognise similarities and differences in movements and expression
- I can make up my own version and rules of activities
- I can respond differently to a variety of tasks

Summer Term



Throughout this term, pupils will:

- Show flexibility
- Organise time and resources
- Adapt ideas as circumstances change
- Be creative
- Explore different ways of expression
- Communicate learning in relevant ways
- Work towards a goal

History: What did the Romans leave behind?

Historical enquiry

- Select and record information relevant to the study, using e-learning for research (ongoing)
- Ask and answer different questions (ongoing)

Chronology

- Sequence several events or artefacts into periods of time (ongoing)
- Use dates and vocabulary related to the passing of time to place the time studied onto a timeline (ongoing)

Historical Knowledge

- Carry out an in depth study of the Romans and their impact on Warrington and the surrounding areas and compare with our life today
- Explore the impact of Roman technology and beliefs including early Christianity on life in Britain
- Explore Roman culture on life in Britain

Historical Interpretation

- Recognise similarities and differences between periods of time (ongoing)
- Begin to give reasons for and the results of the main events and changes (ongoing)

Geography: Why do people live here?

Human and Physical Geography

- Identify types of settlement and land in the UK use and how these have changed over time
- Identify the human and physical features of a place
- Identify some economic activity linked to the River Mersey and Warrington

Skills and Fieldwork

- Use maps and aerial photographs to find out about counties and cities in the UK including human and physical features
- Record information through observation and more detailed sketches
- Use fieldwork to observe, measure and identify the human and physical features in the local area
- Draw sketch maps and plans of the local area including human and physical features
- Use digital technologies to observe, record and present human and physical features in the local area

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them
- Suggest improvements to their work by annotating a sketchbook

Painting and Mixed Media

- Use simple shapes to build initial sketches
- Create a large scale copy of a small sketch
- Use charcoal to create a sketch
- Demonstrate good understanding of colour mixing with natural pigments
- Make choices about equipment or paint, experimenting with colours and textures
- Apply their knowledge of colour mixing to make natural colours

Music

Performing

- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.

Composing

- Compose and play a jazz motif fluently, using swung quavers.
- Compose a piece of music in a given style with voices and instruments.

Appraising

- Begin to use musical vocabulary when discussing improvements to their own and others' work.

Listening and Applying

- Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Know that I should warm up before an activity
- Explain why physical activity is good for your health – giving specific benefits e.g maintain a healthy weight
- Understand how to exercise safely and describe how the body feels during different activities with reference to breathing and heart rate

Dance

- I can improvise freely with a partner translating ideas from stimuli to movement.
- I can explore and develop new actions while working with a partner or a small group

Physical Skills (Real PE)

- I can perform short dances with expression. I can perform and repeat longer dance sequence, with clear shapes and movements between, with control and precision.

Computing

Creating Media/Data Handling

- Create a storyboard.
- Use digital devices to take photos and videos.
- Use film editing software to record and add sounds to videos and images.
- Share ideas about my work and the work of others.
- Understand how to use databases.
- To sort and filter data by different values.
- Represent data in the form of graphs or charts.

Online Safety

- Know how to keep our personal information safe on social media platforms.

Design and Technology

Design

- Generate ideas based on research

Make

- Mark and measure out materials using a template or ruler

Evaluate

- Justify opinions when comparing ideas to success criteria
- Check design against brief and success criteria

Technical Knowledge

- Identify and name the bulb, battery, battery holder and crocodile wire

RE

Shared Human Experience – ongoing throughout the year

- Suggest and discuss non-materialistic things that are important to humans
- Identify characteristics of a good role model
- Talk about our 'duties' as human beings

Searching for Personal Meaning – ongoing throughout the year

- Identify and talk about their own source of wisdom and the people, ideas and experiences that have influences them
- Discuss their own identity and the different roles and responsibilities that they may have
- Talk about right and wrong and reflect on their own values
- Talk about their own identity, values and beliefs and how this might affect their behaviour

Hinduism

- Talk about dharma (religious duty) and how it is important in Hindu life
- Retell the story of Rama and Sita and discuss the Hindu teachings it contains

Sikhism

- Talk about Guru Nanak and the 10 gurus of Sikhism
- Talk about a Gurdwara
- Talk about the Guru Granth Sahib and how it is treated

PSHE

Relationships

- I can explain how some of the actions and work of people around the world help and influence my life
- I can show an awareness of how this could affect my choices

Changing Me

- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
- I recognise how I feel about these changes happening to me and know how to cope with these feelings