

Marine Park First School



Curriculum Mapping

Year 3

Year 3 Autumn 1

Once Upon A Time....

History

Geography

Science

1950s and 60s

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Familiarisation with the broad chronological events of the time period - What events had occurred before the sixties?
- Consider the effect had this on society
- Consider the significance the sixties have on the lives and attitudes of people
- Examine major events in 1960s
- Learn about the characteristics of this time period
- Discuss similarities/differences to today
- Find out from primary sources was it like to have lived then.
- Find out whether everyone's experience was roughly the same. If not why not?
- Research which developments made life easier
- Focus on:
 - Work and Home, housing development
 - Music
 - Fashion
 - Toys
 - Space Travel
 - Technology
 - Transport expansion
- Learn about the roles of some key political, sporting, scientific and media figures in the 1960s e.g
 - Neil Armstrong
 - Yuri Gagarin
 - John F Kennedy
 - Muhammad Ali
 - Mary Quant
 - Andy Warhol
 - Twiggy etc
- Did everyone living at that time share the same ideas? Learn about the work of Martin Luther King and his impact on racial equality
- Find out about the result of his actions, - the impact on people in Britain?

- Study the legacy of the 1960s.
- What were the changes that had the most impact?

No Geography Unit this half term

Animals Including Humans

- 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.
- *Record using drawings.*
- *Report on findings from enquiries.*
- *Use evidence to answer questions.*
- *Set up a comparative test.*
- *Record data in a table.*
- *Identify the correct type of enquiry to answer a question.*
- *Record data in a scatter graph*

Once Upon A Time.....

Year 3 Autumn 1

	Technology	Computing	Art	PE
Once Upon A Time....	<p>Aspect of D&T Food</p> <p>Focus Healthy and varied diet</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> • Healthy cereal/fruit snack bar <p>Skills to be taught:</p> <ul style="list-style-type: none"> ▪ Develop sensory vocabulary/knowledge using, smell, taste, texture and feel ▪ Analyse the taste, texture, smell and appearance of a range of foods ▪ Follow instructions ▪ Make healthy eating choices from and understanding of a balanced diet ▪ Join and combine a range of ingredients e.g. snack foods ▪ Work safely and hygienically ▪ Measure and weigh ingredients appropriately 	<p>Information handling and digital research – ‘Presenting’</p> <ul style="list-style-type: none"> ▪ collecting data to test a specific hypothesis, analysis of the data and presenting back findings though learning to use google docs <ul style="list-style-type: none"> ▪ 2 Create ▪ Google presentations ▪ Powerpoint ▪ Slid.es etc 	<p>Colour / Line</p> <ul style="list-style-type: none"> • Using a range of mark making techniques • Investigating different marks that can be made using pencils. • Comparing own work with marks made by artists in their own work • Exploring shading techniques and talking about and investigating light/medium/dark tone • Selecting and develop part of an image using a viewfinder • Developing abstract portrait work e.g. Pop Art using own images as a starting point with a focus on pattern, line and shape. • Exploring shadow and enlarging pattern <p>Design a piece of furniture in 1960’s style using ideas from http://www.bbc.co.uk/learningzone/clips/live-unique-chair-designs/9311.html</p> <p>Suggested Artists:</p> <ul style="list-style-type: none"> • Warhol • Miro • Hockney 	<p>Invasion Games Unit 1 Y3</p> <p>Ball Skills-Invasion Focus</p> <ul style="list-style-type: none"> • Consolidate and improve the quality of their skills. • Improve their ability to select and apply simple tactics. • Work co-operatively in small groups • Recognise how a small game activity can be improved. <p>Dance Unit 1 Y3</p> <p>e.g. Who am I? and The Language of dance</p> <ul style="list-style-type: none"> • Improvise freely • Develop different ways of travelling, jumping, turning and create dance phrases. • Perform the basic actions and dances clearly and fluently. • Work with a partner • Observe themselves and others dancing. <p>Swimming</p> <ul style="list-style-type: none"> • Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

Year 3 Autumn 1

	Music	RE	French	PSHCE
Once Upon A Time....	<p>Charanga Music Unit Three Little Birds</p> <ul style="list-style-type: none"> Listening/appraising, composing/improvising and performing skills – focus on interrelated dimensions of music (pulse, rhythm, pitch etc.) <p>Singing Strategy</p> <ul style="list-style-type: none"> I've been to Harlem Mexican Wave 	<p>Christianity– Helping our Community through Harvest What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Begin to understand 'Who is my neighbour?' Link Jesus' words 'What you do unto others you do unto me" with the aims of some relief agencies Identify the aims of some national and local Charity organisations and learn about some of the projects they are involved with Relate learning to Harvest celebrations and collection of foodstuffs for local Whitley Bay charity e.g Foodbank <p>Islam – The key beliefs and practices What do followers of this religion believe?</p> <ul style="list-style-type: none"> Know that Muslims believe in one true God – Allah Understanding the key beliefs and practices in Islam – 5 Pillars of Islam <p>How do followers of this religion live?</p> <ul style="list-style-type: none"> Discuss family life and values Find out about Ramadan <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Exploring Eid-ul-Fitr 	<p>Unit 4 – Les Animaux and phonics</p> <ul style="list-style-type: none"> Numbers to 40 Revision phonemes: ch, in, oi, ou, l, qu Name of pets Revision of masc/fem nouns; Plural of nouns (<i>le/la/les</i>) Adjectives: quality, colour, size Position of adjectives Masc/fem adjectives; Agreement of adjectives (<i>noir/noire, noirs/noires</i>) <i>Il/elle est</i> + adjective Opinions about pets Opinions in <i>je, tu, il, elle</i> form <i>J'aime, il/elle aime, j'adore, il/elle adore</i> <i>Je n'aime pas, il/elle n'aime pas</i> <i>Je déteste, il/elle déteste</i> Revision of colours: <i>Dans mon sac il y a ...</i> Pronouns: <i>je, tu, il/elle; moi, toi</i> 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>My new class Children will learn:</p> <ul style="list-style-type: none"> how to contribute to the life of the classroom about constructing and agreeing to follow group and class rules and to understand how these rules help us about taking part in a democratic vote for the School Council <p>Keeping Myself Safe – Responsibilities, Choices and Consequences Children will learn:</p> <ul style="list-style-type: none"> that all actions have consequences to know what is safe and unsafe and why to be able to identify potential dangers in different environments to differentiate between 'danger' 'risk' and 'hazard' explore 'risk assessment' in different contexts how to recognise and manage dares that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media school rules about health and safety, basic emergency aid procedures, where and how to get help who looks after them and keeps them safe <p>Internet Safety</p> <ul style="list-style-type: none"> how to use Internet devices responsibly – mobiles, tablets etc. what cyberbullying is how to keep themselves safe on line <p>My Healthy Body- Healthy eating/ healthy lifestyle Children will learn:</p> <ul style="list-style-type: none"> to continue to learn how to have a 'balanced lifestyle', in particular being able to make good food choices and the effects of making poor choices about hygiene in food preparation and storage about the spread of bacteria and viruses and the immune system

Year 3 Autumn 2

Earthquakes and Volcanoes

	History	Geography	Science
Earthquakes, and Volcanoes	No History unit this term	<p>Earthquakes and Volcanoes</p> <p>Locate the world's countries, using maps, atlases, globes and digital/computer mapping to locate countries and describe key physical features studied</p> <p>Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes</p> <p>Science link - What is the Earth made of?</p> <p>Volcanoes</p> <ul style="list-style-type: none"> • Explore the geological concept of a volcano, what they are and where they can be found. What is a volcano? Where can we find volcanoes? • Explore the various features of volcanoes and how they can shape our world. What is the inside of a volcano like? • Identify the features of the Earth and volcanoes. • How do volcanoes erupt? • What shapes of volcano are there? Explore shapes of volcanoes and what happens during an eruption. • Discuss hazards and benefits of living near volcanoes. Discover the impact volcanoes have had on communities worldwide. • Locate world's key volcanoes on a map. <p>Earthquakes</p> <ul style="list-style-type: none"> • What causes an earthquake and why do they happen? • Where do earthquakes happen? Which countries have experienced earthquakes in recent years? Locate key earthquake regions on a map. Look at human impact 	<p>Rocks</p> <ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ relate the properties of rocks with their uses ▪ 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. ▪ <i>Make careful observations.</i> ▪ <i>Set up simple comparative tests</i> ▪ <i>Measure using beakers and syringes.</i> ▪ <i>Present information in a branching key.</i> ▪ <i>Use presentations to report on findings from enquiries.</i> • <i>There are numerous opportunities to take part in practical experiments to further understand volcanoes, earthquakes and volcanoes</i>

Year 3 Autumn 2

	Technology	Computing	Art	PE
Earthquakes and Volcanoes	<p>Aspect of D&T Structures</p> <p>Focus Shell structures – packaging</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> ▪ Gift boxes for Christmas; party boxes; keep safe boxes etc. ▪ Investigating how packages are constructed ▪ Investigating how the structure has been strengthened ▪ Learning how to construct 3d shapes from nets ▪ Measuring, marking, cutting and assembling nets ▪ Exploring, developing and communicating design proposals for packaging 	<p>Control and Programming – Game On</p> <ul style="list-style-type: none"> • Building maze adventure games with Scratch. • Creating a maze to guide a character through, adding baddies, objects to collect, lives, time limits, levels etc. 	<p>Colour / Texture</p> <ul style="list-style-type: none"> • Mix tints using primary and secondary colours and white. • Understand tint and tone through practical experience. • Look at MC Esher or Victor Vasarely's as example of tone • Learn about impasto style mixing sand/sawdust and applying with different tools • Look at Van Gogh's use of thick paint and short brush strokes. • Use similar ideas in their own work. • Make a practical response to the work of the artist Sean Scully, Pablo Picasso's Blue Period or Mark Rothko • Identify and recognise his use of stripes and blocks of colour. • Experiment with the techniques of 'tonking' and 'graffito'. • Compare methods and approaches used by other artists to produce images of the sky or in relation to work on volcanoes – see BBC VolcanoLIVE paintings <p>Suggested Artists:</p> <ul style="list-style-type: none"> ○ Escher ○ Vasarely ○ Picasso ○ Rothko ○ Van Gogh <p>Also Making Christmas cards</p>	<p>Creative Games Unit 2 Y3 Creative Games Making</p> <ul style="list-style-type: none"> • Make up and play small sided games • Select and use appropriate skills. • Describe and evaluate the effectiveness of performance. • Work co-operatively with others. <p>Gym Unit L/M Stretching, Curling and Arching</p> <ul style="list-style-type: none"> • Travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. • Receive and transfer body weight safely in different situations and create a sequence with a partner • Identify how the overall performance of a sequence can be improved • Adapt and transfer skills safely onto more complex apparatus at every stage of learning. <p>M- Symmetry and Asymmetry</p> <ul style="list-style-type: none"> • Understand and identify symmetry and asymmetry. • Move and balance showing specific planned shapes and variations in speed and level. • Individually and in two's be able to analyse and say why they like a sequence. • Adapt and transfer skills onto appropriate apparatus. <p>Swimming Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p>

Year 3 Autumn 2

	Music	RE	French	PSHCE
Earthquakes and Volcanoes	<p>Music Unit</p> <ul style="list-style-type: none"> Christmas Production <p>Cross curricular opportunity to organise, promote, produce, perform and evaluate a presentation involving groups and classes</p> <p>Singing Strategy</p> <ul style="list-style-type: none"> Make that sound Tell me a story, shining star. 	<p>Creation Stories</p> <p>Christianity - What do followers of this religion believe?</p> <ul style="list-style-type: none"> Explore the word "Creation" & express Christian understanding of how the world was made and own capacity for creativity. Know that Christians believe humans are made in the image of God & are the pinnacle of his Creation <p>Islam - What do followers of this religion believe?</p> <ul style="list-style-type: none"> Know that Muslims believe that Allah created humanity to worship him Know that the creation story is based on passages from the Qur'an and the sayings of Prophet Muhammad Understand why Muslims have an obligation to pray & worship Allah Describe key teachings from religions about human responsibility for the natural world <p>• Have a practical understanding about living thoughtfully as global citizens</p> <p>Christianity - Meanings within Christmas</p> <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Revisit the Christmas Story and its variations Understand that the story of the birth of Jesus is of central importance in Christianity Explore the significance to Christians of key features of the nativity story Explore the ways in which beliefs and religious ideas are expressed through words, music and art Understand that although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems 	<p>Unit 4 – Les Animaux and phonics</p> <ul style="list-style-type: none"> Alphabet (U2) Revision: <i>voici, il/elle s'appelle, il/elle a + age</i> Pronouns <i>je, tu, il/elle, moi, toi</i> Adverbs: <i>très, trop</i> Connectives: <i>et, mais, parce que</i> Writing a description of a pet Assessment tasks 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Friendships</p> <p>Children will learn:</p> <ul style="list-style-type: none"> to further explore the nature of friendship and why friendship is important consider different types of friendship that numbers of friends are not important but what friends do for one another is to recognize their rights to be treated fairly by their friends about behaving responsibly, how we care for one another and what to do when relationships change about acceptable and unacceptable physical contact how to respond to unacceptable physical contact about who is special to them and looks after them possible dangers of internet 'friendships' identifying peaceful ways to solve problems <p>Emotions and feelings – Looking at pressure</p> <p>Children will learn:</p> <ul style="list-style-type: none"> what positively and negatively affects their physical, mental and emotional health how to keep themselves happy and positive understand that their bodies and brains are developing and changing how to deal with feelings, how to cope with pressure <p>Anti Bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) to understand the different forms of bullying and explore why it occurs and who can help them and what to do if bullying occurs

Year 3 Spring 1

Stones and Bones

Stones and Bones

History

Stone Age to Iron Age

Focus on Stone Age

- Understand that Britain was once covered in ice.
- Know that the earliest settlers were hunter gatherers and lived in caves.
- Make deductions about lifestyle of Stone Age man from images.
- Give reasons to suggest Stone Age man was interested in art and ceremonials.
- Locate the move to farming on a simple timeline
- Understand that hunter gatherers were living alongside early farmers about 5000 years ago.
- Explain the impact of farming especially taming wild animals, growing wheat etc.
- Discover what a study of Skara Brae (Europe's most complete Neolithic village) tell us about life in the Stone Age?
- Make deductions about way of life by studying evidence of buildings left behind etc at Skara Brae
- Grasp that the discovery of Skara Brae was quite recent and that changed our views of early communities about 10,000 years go.

Focus on Bronze Age

- Find out about Bronze Age technology, religion, travel etc
- Understand that Stonehenge was built about 5000 years ago in stages.
- Explain how it was built.
- Speculate as to likely use and come to reasoned judgement using evidence.
- Understand that it was one of many similar constructions from that time.

Focus on Iron Age

- Understand that Celts lived during the Iron Age, from about 600 BC to 43 AD - the time when iron was discovered and used.
- Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc
- Understand that the Iron Age ended when the Romans invaded Britain and set up their own civilisation and government

Geography

No Geography Unit this term

Science

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 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.

- *Set up a simple fair-test.*
- *Record findings in a bar chart.*
- *Identify changes related to scientific ideas.*
- *Use results to draw simple conclusions.*
- *Provide an oral explanation of findings.*
- *Make systematic and careful observations.*

Year 3 Spring 1

	Technology	Computing	Art	PE
Stones and Bones	<p>Aspect of D&T Mechanical systems</p> <p>Focus</p> <p>Pneumatics</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> A model to illustrate their work on Ancient Britain– model to have at least one moving part controlled by a pneumatic system Moving story book scene– linked to the Iron Man <p>Skills to be taught</p> <ul style="list-style-type: none"> how air pressure can be used to produce and control movement techniques for making simple pneumatic systems how to assemble simple pneumatic systems ways of fixing components ways of using pneumatic systems in conjunction with simple levers to control movement 	<p>Music and Sound Editing</p> <ul style="list-style-type: none"> editing sound and extending it by creating own audio books or radio play complete with sound effects and atmospheric music 	<p>Line/Textiles</p> <ul style="list-style-type: none"> Collect visual and other information using a sketchbook and explore the first known artists – cave painters. Also see text The Cave Painter of Lascaux and video of caves Create rough surface (sand) to paint on. Use limited colour palette to represent stone age colours, reds, browns, yellow, black, white. Paint stone age pictures - animals - on brown paper – use paint/pastel. Work on a large scale. Create blow painted hand signatures Using clay, craft a Stone Age scene - use hands, twigs etc as ancient tools or carve petroglyphs into soft stone covered with pastel Adapt work further by using threads/yarns on calico etc to create images <p>Suggested Artist</p> <ul style="list-style-type: none"> Examples of Cave Painting at Lascaux and Rock Art - Stan Beckensall and Newcastle University collection <p>Also linked to Literacy work on the Iron Man, look at the work of Eric Joyner – contemporary artist who draws and paints robots.</p> <ul style="list-style-type: none"> Children design own robotic character <p>Suggested Artist</p> <ul style="list-style-type: none"> Eric Joyner 	<p>Dance Unit 3 Y3 The Eagle and the fish:</p> <ul style="list-style-type: none"> Use story as a stimulus for dance. Interpret images into appropriate movement. Create and structure whole simple dance. <p>Gym Unit N/O Y3 - N-Pathways:</p> <ul style="list-style-type: none"> Understand, identify and use flexible and direct pathways. Travel along different pathways using appropriate movements. Construct sequences which use planned variations in speed, level and pathways. Adapt and transfer what they have learned to appropriate apparatus. <p>O- Travelling with change of front and direction:</p> <ul style="list-style-type: none"> Understand, identify and use change of front and direction. Understand and show how to move into and from a range of travelling, jumping and turning movements with control and accuracy. Select and combine skills to create sequences showing change of front and direction. Adapt and transfer onto apparatus. <p>Swimming</p> <ul style="list-style-type: none"> Working with North Tyneside swimming coaches developing swimming technique and competency in the water.

Year 3 Spring 1

	Music	RE	French	PSHCE
Stones and Bones	<p>Glockenspiel Stage 2 – Gluttonberry Festival – Charanga</p> <ul style="list-style-type: none"> Exploring and developing playing skills through the glockenspiel. This unit builds on Glock 1 and leads to Glock 3 to be completed in year 4. <p>Singing Strategy</p> <ul style="list-style-type: none"> My Dog Step back baby 	<p>Christianity - Church and belonging</p> <p>How do followers of this religion worship?</p> <ul style="list-style-type: none"> Consider the 'Church' as a body of believers Find out more about our local Christian Churches – different denominations Find out about how they are used and their significance for those who attend <p>How do followers of this religion live?</p> <ul style="list-style-type: none"> Consider how Christians demonstrate their sense of belonging especially through baptism, confirmation and holy communion <p>Islam - The Qur'an and the Mosque</p> <p>What does this religion teach?</p> <ul style="list-style-type: none"> Find out about the Qur'an: how it was revealed to Muhammad (pbuh); its importance; how it is used and treated - source of authority and teaching; words and meaning of some portions of the Qur'an Explore the concept of 'Shahadah' <p>How do followers of this religion worship?</p> <ul style="list-style-type: none"> Learn about the mosque and the role it plays in the Muslim community Reflect on what is involved in belonging to a community Learn how worship takes place in the mosque - worship activities including wudu and prayer. Find out about our local Muslim communities 	<p>Unit 4 – Les Animaux and phonics</p> <ul style="list-style-type: none"> Revision of alphabet (U2) <p>French through Story</p> <ul style="list-style-type: none"> <i>Au Magasin d'animaux</i> Je n'ai pas d'amis Colour poems from U3 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Rules, Laws and Representation</p> <p>Children will learn:</p> <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules that everyone has human rights, all peoples and all societies and that children have their own rights set out in the UN declaration of 'the rights of the child' that these universal rights are there to protect everybody and have primacy over both the national law and family and community practices. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment about school and local democracy <p>Valuing Differences</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about equal opportunities and their importance explore why differences between people are sometimes used a reason to be unkind and non-inclusive to have the confidence to stand up for the rights of others within relationships and school life

Year 3 Spring 2

Where in the world are we?

	History	Geography	Science
Where in the World are we?	<p><i>No History unit this term</i></p>	<p>Where in the World are we?</p> <p>The UK</p> <ul style="list-style-type: none"> • Revise the main countries of the British isles and their capital cities • Locate a number of cities; geographical regions, key topographical features in the UK. • Know that the UK is bordered by the English Channel, North Sea, Irish Channel and the Atlantic Ocean. • Know that the UK landscape is varied ranging from the Scottish Grampians to the lowland fens areas etc. Know that Scotland and Wales are the most mountainous areas, with the Pennines running down the centre of Northern England. • Locate key regions with Lakes • Know that the UK's climate varies greatly according to season and location but is generally mild with few extremes. • Locate some of the key rivers of the UK (followed up with Rivers topic in summer term) • Understand that about ¾ of the land in Britain is used for farming. <p>The World Map</p> <ul style="list-style-type: none"> • Using a story such as The Great Round the World Balloon; Maps (A. Mizielinska); the Story of Buildings from the Pyramids to the Opera House etc locate and name the continents and countries mentioned on a World Map. • Extend knowledge to include some of the main countries of Europe (including Russia) and North and South America • Locate and find out about a range of the world's most significant environmental regions and human and physical features <p>Mountains</p> <ul style="list-style-type: none"> • What is a mountain? How were they formed? • Where are the world's mountain ranges? Locate mountain ranges in continents - the Alps, Rockies, Sierra Nevada, Appalachian and Ural mountain ranges. 	<p>Plants</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ <i>Set up a simple practical enquiry.</i> ▪ <i>Make systematic and careful observations.</i> ▪ <i>Gather and record data.</i> ▪ <i>Use results to draw simple conclusions.</i> ▪ <i>Use straightforward scientific evidence to answer questions or to support their findings.</i>

Year 3 Spring 2

	Technology	Computing	Art	PE
Where in the World are we?	Food sampling from around the world	<p>Information Handling and digital research - Databases</p> <ul style="list-style-type: none"> exploring different ways to collect, interrogate and present data collaboratively using a range of programs 	<p>Texture / Colour</p> <ul style="list-style-type: none"> Investigate and respond to the work of Paul Klee and his use of complementary colours, creating coloured papers in style of Highway and Byways Respond to the work of Victor Vasarely using black/white strips/thick thin lines Adapt work according to views and describe how they will develop it further Respond to the work of Henri Matisse investigating positive and negative images. Collaborate on a group piece. Look at colour used on different buildings <p>Suggested Artists:</p> <ul style="list-style-type: none"> Klee Vasarely Matisse And also local artists including John Coatsworth, NG Allen, Jim Edwards <p>Suggested Architects:</p> <ul style="list-style-type: none"> Gaudi - look at the style and colours used in his buildings Hundertwasser 	<p>Net Wall Games Unit 3 Y3 Net/ Court/ Wall Games: Consolidate and improve the quality and consistency of hitting skills.</p> <ul style="list-style-type: none"> Develop a range of skills used. Select and use a range of simple tactics. Adapt, make and keep to the rules for net games. <p>Swimming Working with North Tyneside swimming coaches developing swimming technique and competency in the water.</p>

Year 3 Spring 2

	Music	RE	French	PSHCE
Where in the World are we?	<p>Ten Pieces - Firebird</p> <ul style="list-style-type: none"> Based on a Russian folktale - Listening and appraising a range of fanfares – focus on brass instruments, ballet and mythical creatures. Composing a rhythmic fanfare using no more than 5 notes. <p>Singing Strategy</p> <ul style="list-style-type: none"> Chilled out clap rap The bare necessities 	<p>Christianity - Meanings within Easter</p> <p>What occasions do followers of this religion celebrate?</p> <ul style="list-style-type: none"> Exploring in more depth the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians Explore in detail the story of Palm Sunday , the events of the Last Supper and the symbolism of bread and wine Begin to understand the significance for Christians of Jesus' death and resurrection Identifying some experiences which cause people to wonder and question, including questions which are difficult to answer <p>Life of Christ (late ministry)</p> <ul style="list-style-type: none"> The Easter Story The Last Supper The Trial of Jesus Jesus is Crucified Burial and the Resurrection 	<p>Unit 5 and Phonics – Mon Anniversaire'</p> <ul style="list-style-type: none"> Phonics work (a, h, j) Daily routines, er verbs, <i>je/il/elle</i> pronouns Reflexive pronouns Time – on the hour and half past <i>il est + time</i> Daily routines and times (<i>Je me lève</i> song) <i>Je me lève à huit heures</i> <i>Le matin/l'après-midi/le soir + sentences</i> Sentences leading to a paragraph of writing Reading and writing a letter about a typical day Extra daily routine verbs <i>j'arrive à l'école</i> Making a mini book about daily routine 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Keeping safe – Drugs Ed: Smoking</p> <p>Children will learn:</p> <ul style="list-style-type: none"> revisit what happens when they are ill and how and when people need drugs to help them get better. where drugs/medicines come from about risks they may face learn what is meant by the term habit and that some habits are dangerous for our health about the substances (legal and illegal) that people use that may damage our health – focus on tobacco/smoking about the effects of smoking and how to make safe decisions how to deal with unhelpful pressure <p>Decision making</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) <p>Healthy Body- Exercise and a healthy lifestyle</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the importance of fresh-air and going out in the sunshine about keeping safe in the sun about exercising and keeping the heart health

Year 3 Summer 1

Ancient Egypt

	History	Geography	Science
Ancient Egypt	<p>Ancient Egypt</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;</p> <ul style="list-style-type: none"> • Locate ancient Egypt in time and place • Understand that information can be classified in different ways • Observe an object in detail and make inferences and deductions • Record information about an object accurately • Make deductions about life in the past from pictures of the landscape • Find out how much of the life of Egypt depended on the Nile - provided food, water, transport • Classify information in various ways • Research the range of objects which have survived from ancient Egypt • Make inferences from objects about the way of life in ancient Egypt • Understand about aspects of life in ancient Egypt • Make inferences and deductions from objects and pictures • Understand what we know about the past is dependent on what has survived • Find out about Egyptian tombs, pyramids and burial sites • Use sources of information in ways which go beyond simple observation • Understand the limitations of what we can find out about ancient Egypt from what has survived • Produce structured accounts about life in ancient Egypt – studying about Pharaohs, pyramids, tombs etc 	<p><i>No Geography Unit but could begin to link to History...</i></p> <ul style="list-style-type: none"> • Locate Egypt on a map of the world • Make sensible deductions from pictures • Contribute to group discussions about Egypt life • Identify where the deserts of Egypt are • Discuss what life would be like in the desert • Pinpoint on a map where River Nile starts and ends • Explain why the river Nile is so important to Egypt • Identify the main cities of Egypt on a map • Make comparisons with Egypt's cities and our own 	<p>Light</p> <ul style="list-style-type: none"> ▪ 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 a solid object ▪ find patterns in the way that the size of shadows change ▪ <i>Set up a simple fair test.</i> ▪ <i>Make systematic and careful observations and measurements.</i> ▪ <i>Record findings as drawings.</i> ▪ <i>Record findings as a bar chart.</i> ▪ <i>Make predictions for further values.</i>

Year 3 Summer 1

	Technology	Computing	Art	PE
Ancient Egypt	<i>No Technology unit this term</i>	<p>Communication and Collaboration - An introduction to Google Apps</p> <ul style="list-style-type: none"> learning to use NTLTP Google accounts and exploring communicating and collaborative work using Gmail, Google Drive and shared Docs 	<p>Shape / Form and Space</p> <ul style="list-style-type: none"> Use an OHP/digital imagery to develop tonal work related to Egyptian death masks.(make a death mask from papier mache) Collect visual information to develop ideas about Egyptian art. Look at and discuss the similarities and differences with real life figures and the representation of Egyptian gods and goddesses from wall paintings.(Paint onto brown paper) Design and make 3d models of death masks Develop and extend individual and group work. Refine skills of moulding and constructing. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Make clay amulets Make paper for scrolls Make a rosetta stone with hieroglyphics <p>Suggested Artists:</p> <ul style="list-style-type: none"> Egyptian Art Art Deco <p>Also look at: Artyfactory Egyptians workshop</p>	<p>Striking and Fielding Games Unit 4 Y3:</p> <ul style="list-style-type: none"> Consistently strike a ball in a controlled manner. Field and intercept a ball and return it accurately. Select and use appropriate skills and simple tactics in a small game activity. Recognise a good performance or what needs to be improved. <p>Athletics Unit One Y3:</p> <ul style="list-style-type: none"> Link, remember and repeat combinations of actions with more consistency and control Understand what equipment is needed for different challenges and be able to choose appropriately. Describe how their bodies feel when doing different exercises. Understand and describe what others are doing.

Year 3 Summer 1

	Music	RE	French	PSHCE
Ancient Egypt	<p>Charanga Music Unit : Let your spirit fly</p> <ul style="list-style-type: none"> Listening/appraising, composing/improvising and performing skills – focus on R & B music Let Your Spirit Fly <p>Singing Strategy</p> <ul style="list-style-type: none"> Sunshine in my heart Senwa dedende 	<p>Christianity – The person of Jesus What do followers of this religion believe?</p> <ul style="list-style-type: none"> Find out about Jesus through history, the gospels and interpretations of Jesus in art. Discover how Jesus is represented through art in different periods and places and think about what this conveys. Investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself. Develop knowledge of Jesus through the study of stories Understand that Christians base their lives on an understanding of what Jesus taught <p>Life of Christ (middle ministry) - Miracles</p> <ul style="list-style-type: none"> Man Lowered Through the Roof Jesus Calms the Storm Jesus Raises Jairus' Daughter Feeding of the Five Thousand Jesus Walks on Water <p>Islam – Mohammed Why are some people important to followers of this religion?</p> <ul style="list-style-type: none"> Describe aspects of the life of Muhammed (pbuh) Know some of the stories Muhammed (pbuh) told 	<p>Unit 3 Mon Anniversaire continued</p> <ul style="list-style-type: none"> Revision of the weather and “weather rap” <i>Quel temps fait-il?</i> Etc Learning the weather poem (U2) as a song/poem <i>Qu'est-ce que tu fais quand il fait froid?</i> Using a connective to make a complex sentence – <i>quand</i> Look at irregular verb <i>faire</i>: <i>je fais, tu fais, il/elle fait</i> – learn and be able to perform it Months of the year and seasons, link to weather: <i>Quel temps fait-il en fevrier/hiver?</i> Complex sentences mixing daily routines with weather and seasons Dates and birthdays <i>Quelle est la date de ton anniversaire?</i> <i>Mon anniversaire, c'est le + date</i> 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>SRE Children will learn:</p> <ul style="list-style-type: none"> to see themselves as special - about the importance of valuing oneself and that we are all unique to build self esteem and confidence by looking at their skills and achievements to identify personal areas that need improvement more about gender, growing and changing to describe, understand and respect the ways boys and girls can be the same and different to describe the physical differences between males and females and understand that this is part of the life cycle to use the agreed scientific terminology when describing male/female body parts that males and females can do the same tasks and enjoy the same things discuss and challenge the different stereotypes about what males and females can do <p>Healthy relationships Children will learn:</p> <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships what trust means why it is okay and important to talk to someone they trust if anyone makes them feel uncomfortable or confused. what to do if someone they trust lets them down

Year 3 Summer 2

Rivers

	History	Geography	Science
River Tyne	<i>No History unit this term</i>	<p>What is the Water Cycle</p> <p><i>Describing and understanding the water cycle</i></p> <ul style="list-style-type: none"> • Know the elements in the water cycle. • Discuss the water cycle from any starting point. • Is all water useable? • How can water be made useable? What jobs are involved in providing our water <p>Rivers</p> <ul style="list-style-type: none"> • <i>Describe and understand key aspects of physical geography</i> • <i>Describe and understand key aspects of physical geography including rivers</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>name, locate and describe 5 of the main rivers in the UK</i> • <i>Name and locate counties 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</i> • Use a variety of resources to investigate rivers and streams • Name and locate and briefly describe 5 of the main rivers in the UK • Know what rivers are, how they are formed • Understand that a river has 3 distinct sections – upper, middle and lower course. • Have an understanding of river processes and patterns Identify different features along the course of a river • Use geographical vocabulary associated with rivers – erosion, transportation etc <p>Focus on River Tyne</p> <ul style="list-style-type: none"> • Where is the River Tyne – where its is source and mouth? Where is it in relation to our school and other places in our region? • What is the River Tyne like along its path? • How do people use it? What are the main land uses near the River Tyne? • How are the river and its surroundings changing and why? • What is it like by the river and how could we improve it? • <i>Work with the Clean Tyne project to carry out fieldwork</i> 	<p>A non statutory unit allows the children an opportunity to develop and apply their scientific skills and build on prior knowledge.</p> <p>e.g. Mission Incredible</p> <p>The children are to take the role of a special agent. The mission is to capture and return a secret formula!</p> <ul style="list-style-type: none"> • <i>Make accurate measurements.</i> • <i>Repeat measurements when required.</i> • <i>Select equipment to address a question.</i> • <i>Identify patterns in observations and use these to draw conclusions.</i> • <i>Identify patterns in results in different formats (e.g. bar and line graphs)</i> • <i>Explain differences in repeated measurements.</i> • <i>Use scientific evidence to draw conclusions.</i> • <i>Find patterns in results.</i> • <i>Draw conclusions from data shown in a line graph.</i> • <i>Evaluate the methods used throughout the previous science investigations.</i> • <i>Draw conclusions from all the scientific evidence.</i>

Year 3 Summer 2

	Technology	Computing	Art	PE
River Tyne	<p>Aspect of D&T Structures</p> <p>Focus Shell structures</p> <p>What could children design, make and evaluate?</p> <ul style="list-style-type: none"> ▪ Learn about the structure and design of bridged using bridges across the Tyne and build own bridges in small groups. <p>Skills to be taught</p> <ul style="list-style-type: none"> ▪ creating shell or frame structures, strengthen frames with diagonal struts ▪ making structures more stable by giving them a wide base ▪ using prototype frame and shell structures ▪ strengthening card ▪ triangulation ▪ joining techniques ▪ finishing techniques 	<p>Machines and Mechanisms - Lego WeDo</p> <ul style="list-style-type: none"> • Building and controlling devices • Investigating building mechanisms with Lego WeDo then completing WeDo project to design, build and program machines. 	<p>Pattern / Texture</p> <ul style="list-style-type: none"> • Use a roller and printing ink to experiment with mark making. • Investigate the possibilities of a range of materials and processes by experimenting with mono printing • Experiment with colours and develop ideas. • Record and reflect in sketchbooks • Use plasticine to produce a relief stamp • Print coloured, repeated patterns onto selected surfaces. <p>Further explore</p> <ul style="list-style-type: none"> • Bubble printing • Marbling • Wax resist techniques <p>Suggested Artists:</p> <ul style="list-style-type: none"> ○ Seurat ○ Signac ○ Pissaro ○ Caillebotte 	<p>Striking and Fielding Games Striking and Fielding Games Unit 4 Y3</p> <ul style="list-style-type: none"> • Consistently strike a ball in a controlled manner. • Field and intercept a ball and return it accurately. • Select and use appropriate skills and simple tactics in a small game activity. • Recognise a good performance or what needs to be improved. <p>Athletics Unit Two Y3</p> <ul style="list-style-type: none"> • Consolidate and improve the quality and range of techniques they use. • Develop ability to use simple tactics • Describe how the body reacts to different types of activity. • Describe and evaluate the effectiveness of performances.

Year 3 Summer 2

	Music	RE	French	PSHCE
River Tyne	<p>Local Heritage based on the River Tyne</p> <ul style="list-style-type: none"> Listening/appraising, local songs and River Songs e.g. River is Born – Charanga. Focus on Identifying dimensions of music that support the lyrics - On beat (1 and 3), dynamics, texture, tempo how it relates to lyrics. Composing river song lyrics using rhyme, repetition and ways in notating. Using voice and percussion to create class or table performances. <p>Singing Strategy</p> <ul style="list-style-type: none"> Four White Horses Barbecue Blues 	<p>Christianity - Worship and Prayer</p> <p>How do followers of this religion worship?</p> <ul style="list-style-type: none"> Describing the key features of Christian worship Linking them to stories and quotes from the Bible Consider different types of Christian Prayer Understanding that Christians believe that prayer has an effect in their lives Understand the context and content of the Lord’s prayer Consider the significance of some of its messages for today 	<p>French through Story</p> <ul style="list-style-type: none"> Oliver Jeffers book project High frequency story structure <i>dans le...il y a...</i>(U1,U3) Boucle D’Or to revise the family (U3) 	<p><i>Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</i></p> <p>Me and my community – Joining In and Joining Up: Fundraising</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what charities, voluntary and community groups and pressure groups do how to plan and undertake a simple fundraising project <p>or</p> <p>Me and my community - Recycling project</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about the local community to value their environment by taking part in a recycling project

Y3 Core English Curriculum

Listening and Responding	Reading			Writing		
Spoken Word	Word	Comprehension	Transcription	Handwriting	Composition	Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 [for example, free verse, narrative poetry] ▪ 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 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. 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ 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>Pupils should be taught to:</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>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> ▪ 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] ▪ 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. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ▪ 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 fronted adverbials ▪ learning the grammar for years 3 and 4 in English Appendix 2 ▪ 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 in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 3 English Genres

Year 3 English Genres					
Autumn Term 1		Spring Term 1		Summer Term 1	
Once Upon A Time..... the 1960s		Stones and Bones		Ancient Civilisations – Egypt	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<ul style="list-style-type: none"> Traditional Tales 	<ul style="list-style-type: none"> Information Texts Recounts 	<ul style="list-style-type: none"> Character descriptions 	<ul style="list-style-type: none"> Newspaper Reports Explanation Texts 	<ul style="list-style-type: none"> Myths and Legends 	<ul style="list-style-type: none"> Persuasive Writing
<ul style="list-style-type: none"> A range of poetry 		<ul style="list-style-type: none"> A range of poetry 		<ul style="list-style-type: none"> A range of poetry 	
Possible texts linked to Topic on the 1960s <ul style="list-style-type: none"> 		Possible texts linked to Topic on Stones and Bones <ul style="list-style-type: none"> Ug: Boy Genius of the Stone Age and His Search for Soft Trousers Stone Age Boy Stone Age Bone Age Cave Baby Stig of the Dump Boy of the Painted Cave Maroo of the Winter Caves The Secrets of Stonehenge The Iron Man The Cave Painter of Lascaux 		Possible texts linked to Topic on the Egyptians <ul style="list-style-type: none"> Ahmed's Secret The Egypt Game The Egyptian Cinderella The Time-travelling Cat The Egyptian Goddess Stories from Ancient Egypt The Star Bearer – A Creation Myth 	
Autumn Term 2		Spring Term 2		Summer Term 2	
Earthquakes and Volcanoes		Where in the world are we?		The River Tyne	
Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
<ul style="list-style-type: none"> Stories with familiar settings 	<ul style="list-style-type: none"> Non Chronological Reports Instructions Recounts 	<ul style="list-style-type: none"> Stories from other cultures Recounts 	<ul style="list-style-type: none"> Newspaper Reports Letter Writing 	<ul style="list-style-type: none"> Adventure Stories 	<ul style="list-style-type: none"> Persuasive Writing Instructions Multimedia Reports
<ul style="list-style-type: none"> A range of poetry 		<ul style="list-style-type: none"> A range of poetry 		<ul style="list-style-type: none"> A range of poetry 	
Possible texts linked to Earthquakes and Volcanoes		Possible texts linked to Topic on Where in the World Are We? <ul style="list-style-type: none"> The Great Round the World Balloon Race Maps (A. Mizielinska) The Story of Buildings from the Pyramids to the Opera House Mud Huts to Skyscrapers If the World were a Village 		Possible texts linked to Topic on Water/Rivers <ul style="list-style-type: none"> Paddle to the Sea River Story Flood Wind in the Willows 	

Y3 Core Maths Curriculum

Number- Place Value	Number- Addition and subtraction	Number- Multiplication and Division	Number- Fractions	Measure	Geometry- Properties of shape	Statistics
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<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 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. 	<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 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. 	<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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above. 	<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, 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]. 	<p>Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication. Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.</p>	<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.
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Notes and guidance (non-statutory)

<p>Pupils now use multiples of 2, 3, 4, 5, 8, 10, 50 and 100. They use larger numbers to at least 1000, applying partitioning related to place value using varied and increasingly complex problems, building on work in year 2 (for example, $146 = 100 + 40$ and 6, $146 = 130 + 16$). Using a variety of representations, including those related to measure, pupils continue to count in ones, tens and hundreds, so that they become fluent in the order and place value of numbers to 1000.</p>	<p>Pupils practise solving varied addition and subtraction questions. For mental calculations with two-digit numbers, the answers could exceed 100. Pupils use their understanding of place value and partitioning, and practise using columnar addition and subtraction with increasingly large numbers up to three digits to become fluent (see Mathematics Appendix 1).</p>	<p>Pupils continue to practise their mental recall of multiplication tables when they are calculating mathematical statements in order to improve fluency. Through doubling, they connect the 2, 4 and 8 multiplication tables. Pupils develop efficient mental methods, for example, using commutativity and associativity (for example, $4 \times 12 \times 5 = 4 \times 5 \times 12 = 20 \times 12 = 240$) and multiplication and division facts (for example, using $3 \times 2 = 6$, $6 \div 3 = 2$ and $2 = 6 \div 3$) to derive related facts (for example, $30 \times 2 = 60$, $60 \div 3 = 20$ and $20 = 60 \div 3$). Pupils develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division. Pupils solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts, (for example, four times as high, eight times as long etc.) and correspondence problems in which m objects are connected to n objects (for example, 3 hats and 4 coats, how many different outfits?; 12 sweets shared equally between 4 children; 4 cakes shared equally between 8</p>	<p>Pupils connect tenths to place value, decimal measures and to division by 10. They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure. Pupils understand the relation between unit fractions as operators (fractions of), and division by integers. They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.</p>	<p>Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm). The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication. Pupils continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. The decimal recording of money is introduced formally in year 4. Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.</p>	<p>Pupils' knowledge of the properties of shapes is extended at this stage to symmetrical and non-symmetrical polygons and polyhedra. Pupils extend their use of the properties of shapes. They should be able to describe the properties of 2-D and 3-D shapes using accurate language, including lengths of lines and acute and obtuse for angles greater or lesser than a right angle. Pupils connect decimals and rounding to drawing and measuring straight lines in centimetres, in a variety of contexts.</p>	<p>Pupils understand and use simple scales (for example, 2, 5, 10 units per cm) in pictograms and bar charts with increasing accuracy. They continue to interpret data presented in many contexts.</p>
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Y3 Vocabulary, Grammar and Punctuation Appendix

Year 3: Vocabulary, Grammar and Punctuation

Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Y3 Spelling Appendix

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <p>Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p>dis-: disappoint, disagree, disobey</p> <p>mis-: misbehave, mislead, misspell (mis + spell)</p> <p>in-: inactive, incorrect</p>
<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
	<p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'.</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re-: redo, refresh, return, reappear, redecorate</p> <p>sub-: subdivide, subheading, submarine, submerge</p> <p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography,</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
		autograph
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix –ly starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>Exceptions:</p> <p>(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with –le, the –le is changed to –ly.</p> <p>(3/4) If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure . The ending sounding like /tʃə/ is often spelt –ture , but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i> , <i>catcher</i> , <i>richer</i> , <i>stretcher</i> .	measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. –our is changed to –or before –ous is added. A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept. If there is an /i:/ sound before the –ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are –ion and –ian . Clues about whether to put t , s , ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te . –ssion is used if the root word ends in ss or –mit . –sion is used if the root word ends in d or se . Exceptions: <i>attend – attention, intend – intention</i> . –cian is used if the root word ends in c or cs .	invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician
Words with the /k/ sound spelt ch (Greek in origin)		scheme, chorus, chemist, echo, character
Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)		league, tongue, antique, unique
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s

Word List – Years 3 and 4

accident(ally)	disappear	learn	quarter
actual(ly)	early	length	question
address	earth	library	recent
although	eight/eighth	material	regular
answer	enough	medicine	reign
appear	exercise	mention	remember
arrive	experience	minute	remember
believe	experiment	natural	sentence
bicycle	extreme	naughty	separate
breath	famous	notice	special
breathe	favourite	occasion(ally)	straight
build	February	often	strange
busy	forward(s)	opposite	strength
business	fruit	ordinary	suppose
calendar	grammar	particular	surprise
caught	group	peculiar	therefore
centre	guard	perhaps	though
century	guide	popular	thought
certain	heard	position	through
circle	heart	possess(ion)	various
complete	height	possible	weight
consider	history	potatoes	woman
continue	imagine	pressure	women
decide	increase	probably	
describe	important	promise	
different	interest	purpose	
difficult	island		
	knowledge		

