

# Kirkby Stephen Primary School

## Year 3 Curriculum



Enthuse. Explore. Enrich.



# Year 3 Curriculum Overview



## Autumn 1

## Autumn 2

## Spring 1

## Spring 2

## Summer 1

## Summer 2

### Volcanoes and Romans

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



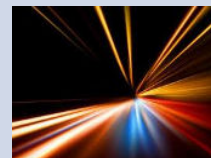
### Metals and Magnets

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



### Light

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



### Food and Farming

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



# Year 3

## Reading Expectations



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

# Year 3

## Reading Expectations



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

# Year 3

## Writing for a Purpose



	Romans and Volcanoes.		Metals and Magnets.	Light and Dark.	Food and Farming.	
Purpose	Write to Inform	Write to Entertain	Write to Inform/entertain	Write to Inform	Write to Entertain	Write to Persuade
Text Types/Text Features	Newspaper article	Stories/Descriptions	Explanation/Recount	Biography	Stories Based on the tales of Beatrix Potter	Persuasive letter to persuade people to buy local produce.
Key Skills KSPS Non Negotiable	<ul style="list-style-type: none"> <li>- Expanded noun Phrases.</li> <li>- Nouns and pronouns used for clarity.</li> <li>- Commas in a list.</li> <li>- Consolidate four main punctuation marks.</li> </ul>	<ul style="list-style-type: none"> <li>- Capital letters for proper nouns.</li> <li>- Use relative clauses to add detail.</li> <li>- Use full punctuation for direct speech.</li> <li>- Use expanded noun phrases to add detail and description.</li> </ul>	<ul style="list-style-type: none"> <li>- Subheadings and headings.</li> <li>- Paragraphs</li> <li>- Bullet points to list items.</li> <li>- All writing is joined using horizontal and diagonal strokes</li> </ul>	<ul style="list-style-type: none"> <li>- Apostrophes for possession.</li> <li>- Commas for subordinate clause.</li> <li>- All writing is joined using horizontal and diagonal strokes.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs.</li> <li>- Secure use of apostrophes for possession.</li> <li>- Use subordinate clauses to add detail or context.</li> <li>- Use nouns &amp; pronouns for clarity and cohesion.</li> <li>- All writing is joined using horizontal and diagonal strokes.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraphs.</li> <li>- Use rhetorical questions to engage the reader.</li> <li>- Use noun phrases to add detail and description.</li> <li>- All writing is joined using horizontal and diagonal strokes</li> </ul>

# Year 3

## Writing Expectations



Writing: Transcription, Spelling	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Phonics and Spelling Rules</b>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a/k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>			
<b>Common Exception Words</b>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>			
<b>Prefixes and Suffixes</b>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>			

# Year 3

## Writing Expectations



**Writing:  
Transcription,  
Spelling**

**Romans and Volcanoes.**

**Metals and  
Magnets.**

**Light and Dark.**

**Food and Farming.**

**Further Spelling  
Conventions**

To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  
To use the first two or three letters of a word to check its spelling in a dictionary.

# Year 3

## Writing Expectations



Writing: Transcription Handwriting	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Letter Formation, Placement and Positioning</b>	To use a neat, joined handwriting style with increasing accuracy and speed.			
<b>Joining Letters</b>	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.			



# Year 3

## Writing Expectations



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

# Year 3

## Writing Expectations



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

# Year 3

## Maths Scheme of Learning, Yearly Overview



Romans and Volcanoes.

Metals and Magnets.

Light and Dark.

Food and Farming.

	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	Number: Place Value			Number: Addition and Subtraction				Number: Multiplication and Division			Consolidation	
Spring	Number: Multiplication and Division			Measurement: Money	Statistics		Measurement: Length and Perimeter		Number: Fractions		Consolidation	
Summer	Number: Fractions			Measurement: Time			Geometry: Properties of Shape	Measurement: Mass and Capacity			Consolidation	

# Year 3

## Maths Expectations



	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Place Value: Counting</b>	Count from 1 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.			
<b>Place Value: Represent</b>	Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words.			
<b>Use Place Value and Compare</b>	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000.			
<b>Place Value: Problems and Rounding</b>	Solve number problems and practical problems involving these ideas.			
<b>Addition and Subtraction: Recall, Represent, Use</b>	Estimate the answer to a calculation and use the inverse operations to check answers.			

# Year 3

## Maths Expectations



	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Addition and Subtraction: Calculations</b>	Add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>- A three digit number and ones.</li> <li>- A three-digit number and tens.</li> <li>- A three-digit number and hundreds.</li> </ul> Add and subtract numbers with up to three-digits, using formal written methods of columnar addition and subtraction.			
<b>Addition and Subtraction: Solve Problems</b>	Solve problems, including missing number problems using number facts, place value, and more complex addition and subtraction.			
<b>Multiplication and Division: Recall, Represent and Use</b>	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.			
<b>Multiplication and Division: Calculations</b>	Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.			
<b>Multiplication and Division: Solve Problems</b>	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected with $m$ objects.			

# Year 3

## Maths Expectations



	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Fractions: Recognise and Write</b>	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.			
<b>Fractions: Compare</b>	Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominators.			
<b>Fractions: Calculations</b>	Add and subtract fractions with the same denominator within one whole (for example, $5/7 + 1/7 = 6/7$ )			
<b>Fractions: Solve Problems</b>	Solve problems that involve all of the above.			
<b>Algebra</b>	Solve problems, including missing number problems.			

# Year 3

## Maths Expectations



	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Measurement: Using Measures</b>	Measure, compare, add and subtract: <ul style="list-style-type: none"> <li>- Lengths (m/cm/mm)</li> <li>- Mass (kg/g)</li> <li>- Volume/Capacity (l/ml)</li> </ul>			
<b>Measurement: Money</b>	Add and subtract amounts of money to give change, using both £ and p in practical contexts.			
<b>Measurement: Time</b>	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the numbers of seconds in a minute and the number of days in each month, year and leap year. Compare durations events (for example to calculate the time taken by particular events or tasks)			
<b>Measurement: Perimeter, Area and Volume</b>	Measure the perimeter of simple 2D shapes.			

# Year 3

## Maths Expectations



	Romans and Volcanoes.	Metals and Magnets.	Light and Dark.	Food and Farming.
<b>Geometry: 2-D Shapes</b>	Draw 2-D shapes.			
<b>Geometry: 3-D shapes</b>	Make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.			
<b>Geometry: Angles and Lines</b>	Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make a three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
<b>Statistics: Present and Interpret</b>	Interpret and present data using bar charts, pictograms and tables.			
<b>Statistics: Solve Problems</b>	Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables.			



# Science in Year 3

As scientists the children will...



## Volcanoes and Romans

### Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- recognise that soils are made from rocks and organic matter
- Linked with work in geography, we will explore different kinds of rocks and soils, including those in the local environment. And those around volcanoes.

### Working Scientifically

- Explore the structure of rocks including why they might have changed over time helping them identify and classify rocks.
- Research and discuss the kind of living things whose fossils are found.
- Explore how fossils are formed including creating our own using a similar process.
- Explore different soils and identify similarities and differences between them.

### Key Vocabulary

Rocks  
Names of rocks – Chalk, limestone, granite, basalt, sandstone, flint, slate, shale, marble  
Types of rock – Sedimentary, metamorphic, igneous

## Metals and Magnets

### Forces and magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

### Working Scientifically

- comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions;
- exploring the strengths of different magnets and finding a fair way to compare them;
- sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this.
- Exploring the use of magnets.

### Key Vocabulary

Forces and Magnets  
Magnets – bar and horseshoe  
Attract, repel  
North and south poles  
Magnetic  
Magnetic field

## Light

### Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change
- Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.
- Question why it is important to protect your eyes from bright lights. Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

### Working Scientifically

- Look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

### Key Vocabulary

Simple comparisons: dark, dull, bright, very bright  
Comparative vocabulary: brighter, duller, and darker, opaque, translucent, transparent  
Shadow – block, absence of light  
Reflect – bounce, mirror, reflection  
See – light source  
Sun – sunset, sunrise, position

## Food and Farming

### Plants

- We will identify and describe the functions of different parts of flowering plant and explore what they need for life and the growth.
- Explore the role that flowers play in the life cycle of flowering plants including pollination.
- Begin to understand the relationship between structure and function and explore questions that look at the roles of each part.

### Working Scientifically

- Compare the effect of different factors on plant growth eg, the amount of light and observe the different stages of plant life cycles over a period of time.
- Observe how water is transported in plants by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.
- Explore the idea what would happen if humans did not have skeletons.
- Research different food groups and how they keep us healthy, and design meals based on what they find out.

### Animals, including humans

- Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement including different parts having special functions.
- Continue to explore the importance of nutrition.

### Key Vocabulary

Nutrition, diet, vitamins, minerals, fats, proteins and carbohydrates  
skeletons, protect, support and aid movement  
Plants, trees. deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, red clover.  
Garden plants – crocus, daffodil, bluebells, etc  
Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs

# Science Skills in Year 3

As scientists the children will...



Volcanoes and Romans		Metals and Magnets		Light		Food and Farming	
<p><b>Exploring / Observing</b> LKS2 - developing their own ideas and their understanding of the world around them</p> <ul style="list-style-type: none"> <li>- Observe and record relationships between structure and function.</li> <li>- Observe and record changes /stages over time.</li> <li>- Explore / observe things in the local environment / real contexts and record observations.</li> </ul>	<p><b>Grouping &amp; Classifying</b> LKS2 - Compare and contrast a variety of examples linked to scheme.</p> <ul style="list-style-type: none"> <li>- Decide ways and give reasons for sorting, grouping, classifying, identifying things/objects, processes or events by the characteristics.</li> <li>- Compare and contrast and begin to consider the relationships between different things.</li> <li>- Record similarities as well as differences.</li> </ul>	<p><b>Questioning</b> LKS2 - asking relevant questions</p> <ul style="list-style-type: none"> <li>- Explore their own ideas about ‘what if....?’ scenarios.</li> <li>- Ask questions such as ‘What if we tried....?’ or ‘What if we changed...?’</li> <li>- Begin to understand that some questions can be tested in the classroom and some cannot.</li> <li>- Within a group suggest questions that can be observed, tested or investigated further.</li> <li>- Within a group suggest relevant questions about what they observe and about the world around them.</li> </ul>	<p><b>Researching</b> LKS2 - finding things out using a wide range of secondary sources of information</p> <ul style="list-style-type: none"> <li>- Find things out using a range of secondary sources of information (e.g. books, photographs, videos and other technology)</li> </ul>	<p><b>Modelling</b> using dance, drama or a visual aid to represent science in the real world</p> <ul style="list-style-type: none"> <li>- Act out or make a model of something to represent something in the real world using appropriate scientific vocabulary verbally.</li> </ul>	<p><b>Collaborating</b> interacting effectively as part of a group</p> <ul style="list-style-type: none"> <li>- Begin to make some decisions about an idea within a group from a list (e.g. let’s put them all in a pile first OR I think we should try ....)</li> <li>- With help; listen to and acknowledge others in the group.</li> <li>- Build on / add to someone else’s idea. Begin to understand that it is okay to disagree with their peers and offer a reason for their opinion</li> </ul>		
<p><b>Planning &amp; Testing</b> LKS2 - making decisions about and setting up simple practical enquiries, comparative tests and fair tests</p> <ul style="list-style-type: none"> <li>- Help to decide how to set up a simple fair test and begin to recognise when a test is not fair.</li> <li>- Make a prediction based on everyday experience.</li> <li>- With support, set up simple practical enquiries incl. comparative and fair tests e.g. make a choice from a list of a things (variables) to change when conducting a fair test.</li> <li>- As a group, begin to make some decisions about the best way of answering their questions.</li> <li>- Find/suggest a practical way to compare things.</li> </ul>	<p><b>Using Equipment &amp; Measures</b> LKS2 - making accurate measurements and gathering data</p> <ul style="list-style-type: none"> <li>- Collect data from their own observations and measurements using simple tables/standard units.</li> <li>- Help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely.</li> <li>- Make simple accurate measurements using whole number standard units, using a range of equipment - Gather data in a variety of ways to help in answering questions.</li> <li>- Use equipment accurately to improve the detail of their measurements/ observations</li> </ul>	<p><b>Considering the results of an investigation / writing a conclusion</b></p>		<p><b>Describing results / Looking for patterns</b> LKS2 - Describing their findings / results</p> <ul style="list-style-type: none"> <li>- With scaffold/support, describe and compare the effect of different factors on something. (e.g. we noticed that larger magnets are not always stronger).</li> <li>- With help, look for changes and simple patterns in their observations, data, chart or graph.</li> <li>- Use their results to consider whether they met their predictions.</li> </ul>	<p><b>Explaining results</b> LKS2 - reporting on findings saying why something happened</p> <ul style="list-style-type: none"> <li>- Use their experience and some evidence or results to draw a simple conclusion to answer their original question.</li> <li>- Write a simple explanation of why things happened (using the word ‘because’) and using simple scientific language and vocabulary.</li> </ul>	<p><b>Trusting results</b> LKS2 - suggest improvements for further tests</p> <ul style="list-style-type: none"> <li>- Say whether what happened was what they expected and notice any results that seem odd.</li> <li>- Begin to recognise when a test is not fair and suggest improvements.</li> </ul>	<p><b>Communicating</b> Reporting findings, recording data, presenting findings Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp</p> <ul style="list-style-type: none"> <li>- Record and present findings using simple scientific language and vocabulary, including discussions, oral and written explanations, notes, annotated drawings, pictorial representations, labelled diagrams, simple tables, bar charts.</li> <li>- With scaffold / support record, and present data in a variety of ways to help in answering questions. Communicate their findings in ways that are appropriate for different audiences.</li> </ul>

# History in Year 3

As historians the children will...



## Volcanoes and Romans

### Historical Knowledge

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

### Chronology

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

### Historical Enquiry and Interpretation

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

### Organisation and Communication

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

### Key Vocabulary

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

## Metals and Magnets

### Historical knowledge

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

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

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

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

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

### Chronology

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

### Historical Enquiry and Interpretation

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

### Organisation and Communication.

Communicate knowledge through writing and discussions.

### Key Vocabulary

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

## Light

*Continued from Spring 1*

## Food and Farming

### Historical Knowledge

Local study: Change and continuity in farming around Kirkby Stephen  
Compare lives of farming children from Victorian to modern times, drawing on their own experiences and other sources (photos, maps, artefacts, family stories, interviews)  
Find out about the everyday lives of people studied (local area and study focus)

### Chronology

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

### Historical Enquiry and Interpretation

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

### Organisation and Communication

Communicate knowledge through pictures and annotations.  
Class display.

### Key Vocabulary

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

# Geography in Year 3

As geographers the children will...



## Romans and Volcanoes

### Map skills

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

-Use standard symbols and understand the importance of a key – Locating volcanoes and tectonic plate regions. Locate volcanic regions of the world.

### Fieldwork

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

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

### Locational Knowledge

-Locate the world's countries, using maps to focus on Europe (in particular Italy, but also including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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

### Human and Physical Geography

-Describe and understand key aspects of volcanoes and earthquakes.

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

-Human geography including trade links in the Pre-roman and Roman era. Types of settlements in Early Britain linked to History. Why did early people choose to settle there?

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

### Subject specific vocabulary

Eruption, region, aftershock, magma, lava, dormant, tectonic plates, limestone, marble, metamorphic, permeable, porous, quarrying, igneous, sedimentary.

## Metals and Magnets

### Map Skills

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

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

### Locational Knowledge

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

-Include the use of coordinates and a compass. Link to discussion on a magnetic field. Magnets have at least one north pole and one south pole. A magnetic field is the region in space where a magnetic force can be detected. Link to our own word Northern and Southern regions. (using globes, atlas)

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

### Subject specific vocabulary

North pole, South pole, equator, region, magnetic field, compass, force, material, southern region.

## Light

### Map skills

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

### Locational Knowledge

-Learn about countries in the northern hemisphere, and create a discussion about the tropics of Cancer and Capricorn, Arctic and Antarctic circle.

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

### Subject specific vocabulary

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

## Food and Farming

### Human and Physical Geography

-Explain how jobs may be different in other locations.

-Explain how an area may be spoiled or improved and give reasons.

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

### Locational Knowledge

-Name and locate 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 with a focus on land use in UK.

### Map skills

-Locate the UK on a number of different scale maps.

-Name and locate the counties and cities of the UK linked to farming.

### Fieldwork

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

-Land Use Recording .

### Subject specific vocabulary

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

# Art in Year 3

As Artists the children will...



## Romans and Volcanoes

### Roman Mosaics

#### Exploring and Developing Ideas

- Collect and develop ideas using their sketchbooks. building up resilience, making mistakes and suggesting improvements to improve their work.
- Practise and share their learning and skills with others, giving and receiving feedback to improve.
- Continue to explore creating collage with a variety of media, e.g. paper and magazines (planning stage).
- Experiment with sorting and arranging materials with purpose to create effect.
- Learn new techniques, e.g. overlapping, tessellation, mosaic and montage. (engage in practical tessellation games to develop their skills and ideas)

#### Drawing

- Sketch Roman pictures and ideas in sketch books.
- Recreate own Roman picture based on examples given to explore.
- Select own colours and designs.

#### Textiles

- Identify and talk about textiles in the environment

#### Collage

- Children are able to cut accurately.
- Begin to overlap materials to experiment with different final looks.
- Experiment using different colours.
- Begin to use mosaic and montage.

#### Printing

- Once design is chosen the children will create a Styrofoam tray print to use as stimuli for their mosaic.
- Make and print card blocks in 4 colours
- Create texture blocks and print (sponge rollers) Print onto paper.

#### Subject specific vocabulary

Pattern, colour, shape, roman, mosaic

## Metals and Magnets

### 'Robot' character pictures

#### Exploring and Developing Ideas

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

#### Drawing

- Explore and work closely with different art pencils e.g. HB, 2B etc.
- Understand the different grades of pencil and use them to scribble and shade (cross hatch, dot dash, circle, spiral)
- Create facial expression in their drawing.
- Use shading to create tone.
- Use different pressures to create hard and soft lines (shading ladder).
- Experiment with showing line, tone and texture with different hardness of pencils;
- Use shading to show light and shadow effects;
- Use different materials to draw, e.g. pastels, chalk, felt tips;
- Show an awareness of space when drawing;
- Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

#### Work of other Artists

- Explore Artists use of shade and tone and how pencils are used in different ways to create an effect .

#### Subject specific vocabulary

Frame, position. Label, line, symbol, practical, impractical, change, improve, pressure, light, shade, dark

## Light

### Impressionism artwork

#### Exploring and Developing Ideas

- Continue exploring using a variety of different brushes to see what happens and use the language of colour accurately when mixing, e.g. shade, primary and tint.
- Begin to experiment with colour for effect and mood.
- Continue to study the works of famous artists.
- Opportunity to offer opinion and to compare and contrast artists.
- Exposure to a range of different artists through history, studying their techniques and processes.

#### Drawing

- Use different pressures to create hard and soft lines

#### Painting

- Select an appropriate brush type, size and style depending on the task.
- Mix colours with accuracy.
- Know where the colours are on the colour wheel (primary and secondary).
- Create a background using a wash.
- Explore links between colours and feelings creating a discussion.
- Use artists' work as a starting point and create work in the style of different artists.
- Work as an individual and as part of a group.

#### Work of other Artists

- Revisit the work of Monet (Yr2) with a particular focus upon Impressionism Artwork.
- Focus study - William Heaton Cooper and Arthur Heaton Cooper - local famous artists (Lake District)

#### Subject specific vocabulary

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

## Food and Farming

### Clay Farm Animals

Beatrix Potter and William Wordsworth study

#### Exploring and Developing Ideas

- Use a variety of materials for sculpting.
- Experiment with joining and construction, asking and answering questions such as, 'How can it go higher?'
- Begin to understand more about decorating sculptures and adding expression through texture.
- Use a variety of tools to support the learning of techniques and to add detail.
- Opportunity to offer opinion and to compare and contrast artists.

#### Drawing

- Use small sketches to produce a final piece.
- Write an explanation of their sketch.
- Use different pressures to create hard and soft lines.

#### Painting

- Select an appropriate brush type, size and style depending on the task.
- Can mix colours with accuracy.
- Revisit the colours on the colour wheel (primary and secondary).
- Create a background using a wash.

#### Sculpture

- 3D farm animal sculpture from clay.
- Look at the changes in clay as it dries and is fired.
- Look at the work of other artists to generate ideas.

#### Work of other Artists

- Beatrix Potter – plants, animals, landscapes.
- William Wordsworth (poems as a stimuli for art – daffodils)
- Research and observe the work of sculptures.

#### Subject specific vocabulary

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

# Design and Technology in Year 3

As designers the children will...



## Volcanoes and Romans

### Sewing Collage

#### **Designing**

Understanding contexts, users and purposes.

- Develop own design criteria

Generating, developing, modelling and communicating ideas.

- Share and clarify ideas through discussion.
- Model collage ideas of volcanic scene through prototypes and pattern pieces.
- Make design decisions that take account of the availability of resources – different materials.

#### **Making**

##### Planning

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

Practical skills and techniques

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

#### **Evaluating**

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

#### **Technical Knowledge**

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

#### **Subject specific vocabulary**

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

## Metals and Magnets

To design and make a 3D robot from recyclable materials

#### **Designing**

Understanding contexts, users and purposes.

- Work closely to a design criteria.

Generating, developing, modelling and communicating ideas.

- Share and clarify ideas through discussion and planning stage.

#### **Making**

- Select tools and equipment for the task (during visit to scrap yard and in prior planning stage)
- Explain tools and choice of equipment.
- Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.

##### Planning

- Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.
- Practical skills and techniques
- Add a range of further decoration to their design (beads/sequins etc.)

#### **Evaluating**

- Refer to their design criteria to evaluate their completed products

#### **Technical Knowledge**

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

#### **Subject specific vocabulary**

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

## Light

### Shadow Puppets

#### **Designing**

Understanding contexts, users and purposes.

- Describe the purpose of their puppet.
- Indicate the design features of their products.
- Explain how parts of their puppets will move.

Generating, developing, modelling and communicating ideas.

- Share and clarify ideas through discussion.
- Model puppets through prototypes and pattern pieces.
- Make design decisions that take account of the availability of resources – different materials.

#### **Making**

##### Planning

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

- Children order the main stages of making their collages.

Practical skills and techniques

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

#### **Evaluating**

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

#### **Technical Knowledge**

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

#### **Subject specific vocabulary**

joining, assemble, accuracy, material, stiff, strong

## Food and Farming

### Smoothies and Pizzas

#### **Designing**

Understanding contexts, users and purposes.

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

Generating, developing, modelling and communicating ideas.

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

#### **Making**

##### Planning

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

#### **Evaluating**

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

#### **Technical Knowledge**

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

#### **Cooking and Nutrition**

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

# Music in Year 3

As musicians the children will...



	Romans and Volcanoes	Magnets and Metals	Light	Food and Farming
	Knowledge			Skills
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>- Know five songs from memory and who sang them or wrote them and the style of the five songs.</li> <li>-To choose one song and be able to talk about: Its lyrics; what the song is about; any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song</li> </ul>			<ul style="list-style-type: none"> <li>- To confidently identify and move to the pulse.</li> <li>- To think about what the words of a song mean.</li> <li>- To take it in turn to discuss how the song makes them feel.</li> <li>- Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>- Singing in a group can be called a choir</li> <li>- Leader or conductor: A person who the choir or group follow</li> <li>- Songs can make you feel different things e.g. happy, energetic or sad</li> <li>- Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>- To know why you must warm up your voice</li> </ul>			<ul style="list-style-type: none"> <li>- To sing in unison and in simple two-parts.</li> <li>- To demonstrate a good singing posture.</li> <li>- To follow a leader when singing.</li> <li>- To enjoy exploring singing solo.</li> <li>- To sing with awareness of being 'in tune'.</li> <li>- To have an awareness of the pulse internally when singing.</li> </ul>
<b>Playing</b>	<ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>- The instruments used in class (a glockenspiel, a recorder)</li> </ul>			<ul style="list-style-type: none"> <li>- Treat instruments carefully and with respect.</li> <li>- Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>- To rehearse and perform their part within the context of the Unit song.</li> <li>- Listen to and follow musical instructions from a leader.</li> </ul>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>To know and be able to talk about improvisation:</li> <li>- Improvisation is making up your own tunes on the spot</li> <li>- When someone improvises, they make up their own tune that has never been heard before.</li> <li>- To know that using one or two notes confidently is better than using five</li> <li>- To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul>			<ul style="list-style-type: none"> <li>- Improvise using instruments in the context of the song they are learning to perform.</li> <li>- Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>To know and be able to talk about:</li> <li>- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>- Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>			<ul style="list-style-type: none"> <li>- Help create at least one simple melody using one, three or five different notes.</li> <li>- Plan and create a section of music that can be performed.</li> <li>- Talk about how it was created.</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>- Record the composition in any way appropriate.</li> </ul>
<b>Vocabulary</b>	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco			

# PE Expectations in Year 3

As sport stars the children will...



## Volcanoes and Romans

## Metals and Magnets

## Light

## Food and Farming

### First Half Term

#### Dance

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

#### Cricket

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

#### Multi skills

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

#### Tag Rugby

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

#### Tennis

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

#### Football – External Coach

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

### First Half Term

#### Gymnastics

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

#### Netball

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



# PE Expectations in Year 3

As sport stars the children will...



## Volcanoes and Romans

## Metals and Magnets

## Light

## Food and Farming

### Second Half Term

#### Swimming

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

#### Hockey

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

### Second Half Term

#### Athletics

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

#### Orienteering

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

# Computing in Year 3

As computer users the children will...



## Romans and Volcanoes

*Exploring research about Volcanoes and Romans .*

### Key Skills

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

### Information Technology

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

### Digital Literacy

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

### Online Safety:

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

## Metals and Magnets

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

### Key Skills

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

### Information Technology

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

### Digital Literacy

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

### Vocabulary

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

## Light

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

### Key Skills

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

### Information Technology

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

### Digital Literacy

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

### Vocabulary

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

## Food and Farming

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

### Key Skills

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

### Computer Science

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

### Digital Literacy

### Online safety:

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

### Vocabulary

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

# French in Year 3

As international speakers the children will...



## Romans and Volcanoes

### Getting to know you

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

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

### Numbers

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

### Colours

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

### Key Vocabulary

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

### Colours

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

### Calendar Dates

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

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

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

### Key Vocabulary

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

## Metals and Magnets

### Animals

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

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

### Key Vocabulary

- Single and Plural  
- Animals

## Light

### Recap and Carnival

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

- Learn numbers 11-20.

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

### Key Vocabulary

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

## Food and Farming

### The Picnic

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

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

### Key Vocabulary

- Fruits and vegetables  
- nouns  
- Asking politely

### Map Explorers

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

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

### Celebration Picnic

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

### Key Vocabulary

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

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

# RE in Year 3

## As the children will...



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

# RE in Year 3

## As the children will...



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

# PSHRE in Year 3

In PSHRE the children will...



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

# Year 3

## Our Nine Standard Challenge



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

Thread a needle.

Harvest a plant you've grown and make something with it

Create a fact-file about yourself including height, weight, shoe size, allergies etc

Join a club outside School.

Make a salad.

Make your own bed.

Demonstrate the recovery position.

Ride a bike.

Visit a museum or art gallery.