

## Year 3 curriculum

	Terms 1 and 2	Terms 3	Terms 4 and 5	Terms 6
	Stigs and Stones	Extreme Earth	Sandals and Candles	The Caribbean
English	<p>Stig of the Dump, Cave Boy</p> <p>Story writing, factual writing, reports, instruction</p> <p>Reading for pleasure and reading for information</p> <p>Performance</p>	<p>The Firework Maker's Daughter</p> <p>Newspaper reports</p> <p>Poetry 'When the giant stirred'</p> <p>Fiction and non-fiction</p> <p>Drama – Diary writing</p>	<p>How to be a Roman</p> <p>Jeremy Strong 'Romans on the rampage'</p> <p>Across the Roman wall</p> <p>Write speech for Class debate, persuasive – advert</p> <p>Diary entry,</p> <p>Write Roman marching song</p> <p>Recount on a trip to Fishbourne palace</p>	<p>Narrative writing</p> <p>Playscripts</p> <p>Poetry</p> <p>Character descriptions</p>
Maths	Place value to 1000, addition and subtraction, Shape	Multiplication and Division	Fractions, Money, Length and Perimeter	Statistics, Fractions, Time, mass and capacity
Science	<p><b>Working scientifically</b></p> <p><b>Children have opportunities to :</b></p> <p>Ask relevant questions and use different types of scientific enquiry to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p> <p>Make systematic and careful observations</p> <p>Take accurate measurements,</p>	<p><b>Children have opportunities to:</b></p> <p><b>Rocks and Soils</b></p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p><b>Children have opportunities to:</b></p> <p><b>Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p><b>Children have opportunities to:</b></p> <p><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants,</p>

<p>where appropriate, using standard units          Use a range of equipment, including thermometers and data loggers          Gather, record, classify and present data in a variety of ways to help in answering questions          Record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables          Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions          Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions          I can explain differences, similarities and changes related to simple scientific ideas and processes          I can use straightforward scientific evidence to answer questions</p>	<p>depending on which poles are facing.</p>			<p>including pollination, seed formation and seed dispersal</p>
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or to support my findings				
<b>Computing</b>				
<p>Know how to report concerns and inappropriate behaviour in a range of contexts. Demonstrate that they can act responsibly when using the internet.</p>	<p>Children have opportunities to Design and write a program using a block language, without user interaction. Plan a project. Use sequence in programs. Write a program to produce output on screen. Explain a simple, sequence-based algorithm in their own words. Use logical reasoning to detect errors in programs. Use a range of programs on a computer. Use digital technology safely and show respect for others when working online. use digital technology safely and show respect for others when working online.</p>	<p>Children have opportunities to Use logical reasoning to detect errors in programs use a range of programs on a computer Recognise unacceptable behaviour when using digital technology.</p>	<p>Children have opportunities to Use email and videoconferencing in class. Understand that computer networks transmit information in a digital (binary) format. Understand that email and videoconferencing are made possible through the internet. Design and create content on a computer. Collect and present information. use digital technology safely and show respect for others when working online. Recognise unacceptable behaviour when using digital technology. use email and videoconferencing in class.</p>	<p>Children have opportunities to Collect and present information. Recognise unacceptable behaviour when using digital technology. Search for information within a single site Understand that search engines select pages according to keywords found in the content.</p>
<b>History</b>				
<p><b>Chronological understanding, Knowledge and understanding, Historical Interpretations, Historical Enquiry, Organisation and Communication</b></p>	<p>Children have opportunities to: Uses timelines to place events in order. Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade. Shows knowledge and understanding of aspects of the past.</p>		<p>Children have opportunities to: Look at 2 versions of same event and identify differences in the accounts. Ask questions such as ‘how did people ....? What did people do for ....?’ Use a range of sources to collect information about the past. Suggests sources of evidence to use to help answer questions</p>	

	<p>Recount some of the main events and people from the period they have studied.</p> <p>Beginning to recognise that there are reasons why people in the past acted as they did.</p>		<p>Beginning to select, organise and communicate items of information about the past.</p> <p>Use dates and terms with increasing accuracy.</p> <p>Uses simple subject specific words such as age, archaeology, kingdom.</p>	
<b>Geography</b>				
<p><b>Understanding of geographical similarities and differences through the study of human and physical geography, Locational Knowledge, Fieldwork Map Skills</b></p>	<p><b>Children have opportunities to:</b></p> <p>Begin to identify UK counties and cities, (East and West Sussex, Brighton and Hove, Kent, Devon, Cornwall, Wiltshire, Somerset, Hampshire, Surrey).</p> <p>Follow a route, creating a plan including key and scale, matching photographs with locations on map.</p> <p>Use 4 compass points to follow/give directions.</p> <p>Use letter/no. co-ordinates to locate features on a map.</p> <p>Draw a simple plan to scale (classroom)</p> <p>Make a map of a short route experienced, with features in correct order.</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Recognise world map as a flattened globe.</p> <p>Begin to locate UK's geographical regions, counties and cities, their</p>	<p>Looking at locations for natural phenomena</p> <p><b>Children have opportunities to:</b></p> <p>Looking at locations for natural phenomena.</p> <p>Physical geography, including: volcanoes and earthquakes.</p>	<p>Fieldwork – observe, describe and collect weather data</p> <p><b>Children have opportunities to:</b></p> <p>Begin to locate UK's geographical regions, counties and cities, their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers. (East and West Sussex, Brighton and Hove, Kent, Devon, Cornwall, Wiltshire, Somerset, Hampshire, Surrey,))</p>	<p>Maps – key and scale, locating features</p> <p><b>Children have opportunities to:</b></p> <p>Using data to produce graphs, and interpret re climate</p> <p>Compare housing in Jamaica and England.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in North America. Gain confidence in speaking to an unfamiliar person.</p> <p>Records some of what they found out, eg talking to a builder about where materials come from.</p> <p>Add titles and labels to photos giving date and location.</p> <p>Use standard and non-standard units occasionally eg A trundle wheel for metres.</p>

	human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers. (East and West Sussex, Brighton and Hove, Kent, Devon, Cornwall, Wiltshire, Somerset, Hampshire, Surrey,))			
<b>Art</b>				
	<p><b>Children have opportunities to:</b> Use a sketchbook to record observations and develop ideas. Use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral. With pencil, use pressure to create hard and soft lines and use soft lines to plan a drawing. Know about and describe the work of some artists, craftspeople, architects and designers</p>	<p><b>Children have opportunities to:</b> Make a 3D sculpture using clay or a range of Be able to explain how to use some of the tools and techniques they have chosen to work with. Make a 3D sculpture using clay or a range of materials. e.g. Modroc, papier mache, wire</p>	<p><b>Children have opportunities to:</b> Mosaic art Create images in the style of an artist from history. Discuss and describe well known artists/architects work and explain how their work is similar/different</p>	<p><b>Children have opportunities to:</b> Know about and describe the work of some artists, craftspeople, architects and designers use a sketchbook to record his/her observations and develop ideas. use different types of lead pencil to scribble, shade (hatch &amp; cross hatch), dot, dash, circle, spiral. With pencil, can use pressure to create hard and soft lines and use soft lines to plan a drawing. Experiment with a range of collage techniques such as tearing, overlapping and layering. To create images and represent textures.</p>
<b>Design</b>				
	<p><b>Children have opportunities to:</b> Re purpose materials in a variety of ways. Evaluate work against own design criteria.</p>	<p><b>Children have opportunities to:</b> Generate and develop ideas through discussion. Design products that are functional and designed for purpose. Create a cross sectional drawing of a design. Create a shell or frame structure, strengthening with diagonal struts.</p>	<p><b>Children have opportunities to:</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p><b>Children have opportunities to:</b> Understand and apply the principles of a healthy and varied diet. Use the right tools to slice, mix, spread, bake and knead. Weigh ingredients to an appropriate level of accuracy.</p>

		<p>measure and mark a square section &amp; dowelling to the nearest cm</p> <p>Explain strengths and weaknesses of existing products.</p> <p>Evaluate work against own design criteria.</p> <p>Discuss and describe well known designers and inventors and their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>		<p>Understands that different foods are produced in different areas of the world.</p> <p>Understands that food is processed into different ingredients e.g. Milk into butter.</p>
<b>RE</b>				
	<p>Children have opportunities to: know some of the main features of the Christian festival of Christmas.</p> <p>Know why it is celebrated and its significance for Christians</p> <p>Understand the symbolism and significance of the Christingle for Christian believers.</p> <p>Know some Bible stories:</p> <p>Understand the symbolism and significance of the Christingle.</p> <p>Ability to empathise.</p> <p>Show respect and tolerance.</p> <p>Recognise symbolism.</p> <p>Work cooperatively.</p>		<p>Children have opportunities to:</p> <p>Learn about Judaism:</p> <p>Moses and 10 commandments</p> <p>Festival of Pesach</p> <p>Torah</p> <p>Bar/Bat Mitzvah</p> <p>Synagogue</p> <p>Rabbi</p>	
<b>PSHE</b>				
	<p>Being Me in My World and Celebrating differences.</p> <p>Children have opportunities to:</p>		<p>Dreams and Goals and Healthy Me.</p> <p>Children have opportunities to:</p>	<p>Relationships and Changing Me.</p> <p>Know how to make friends.</p> <p>Try to solve friendship problems.</p>

	<p>Recognise their worth.  Face new challenges.  Understand why rules are needed.  Understand that my actions affect others and I care about other people's feelings.  Make responsible choices.  Try to see things from others' point of view.  Understand that everyone is different.  Include others when working and playing.  To solve problems.  To use kind words.  Know how to help if someone is being bullied.</p>		<p>Stay motivated when doing something challenging  Work well with a partner or in a group.  Have appositve attitude  Help others to achieve their goal.  Work hard to achieve their own dreams and goals.  Make a healthy choice.  Eat a healthy, balanced diet.  Be physically active.  Try to keep themselves and others safe.  Be a good friend and enjoy healthy friendships.  To keep calm and deal with difficult situations.</p>	<p>Help others to feel part of a group.  Show respect.  Know how to help themselves and others when they feel upset or hurt.  Know and show what makes a good relationship.  Understand that everyone is unique and special.  Express how they feel when change happens.  Understand and respect the changes in themselves.  Understand and respect the changes they see in other people.  Know how to ask for help if they are worried about change.</p>
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