



Year 3 — Curriculum

Our key curriculum drivers: COMMUNICATION, HEALTH & Well-Being & OUR SCHOOL VALUES

DESIGN TECHNOLOGY
National curriculum:
DEVELOPING, PLANNING & COMMUNICATING IDEAS <ul style="list-style-type: none">-Generate ideas for an item, considering its purpose and the user/s-Identify a purpose and establish criteria for a successful product.-Plan the order of their work before starting-Explore, develop and communicate design proposals by modelling ideas-Make drawings with labels when designing
WORKING WITH TOOLS, EQUIPMENT, MATERIALS & COMPONENTS TO MAKE QUALITY PRODUCTS <ul style="list-style-type: none">-Select tools and techniques for making their product-Measure, mark out, cut, score and assemble components with more accuracy-Work safely and accurately with a range of simple tools-Think about their ideas as they make progress and be willing to change things if this helps them improve their work-Measure, tape or pin, cut and join fabric with some accuracy-Demonstrate hygienic food preparation and storage-Use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT
EVALUATING PROCESSES & PRODUCTS <ul style="list-style-type: none">-Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i>-Disassemble and evaluate familiar products

MUSIC
National curriculum:
SINGING SONGS WITH CONTROL AND SINGING EXPRESSIVELY <ul style="list-style-type: none">-Sing with confidence using a wider vocal range.-Sing in tune.-Sing with awareness of pulse and control of rhythm.-Recognise simple structures. (Phrases).-Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.-Sing songs and create different vocal effects.-Understand how mouth shapes can affect voice sounds.-Internalise sounds by singing parts of a song 'in their heads.'
LISTENING, MEMORY & MOVEMENT <ul style="list-style-type: none">-Identify melodic phrases and play them by ear.-Create sequences of movements in response to sounds.-Explore and choose different movements to describe animals.-Demonstrate the ability to recognise the use of structure and expressive elements through dance.-Identify phrases that could be used as an introduction, interlude and ending.
CONTROLLING PULSE & RHYTHM <ul style="list-style-type: none">-Recognise rhythmic patterns.-Perform a repeated pattern to a steady pulse.-Identify and recall rhythmic and melodic patterns.-Identify repeated patterns used in a variety of music. (Ostinato).
EXPLORING SOUNDS, MELODY & ACCOMPANIMENT <ul style="list-style-type: none">-Identify ways sounds are used to accompany a song.-Analyse and comment on how sounds are used to create different moods.-Explore and perform different types of accompaniment.-Explore and select different melodic patterns.-Recognise and explore different combinations of pitch
CONTROL OF INSTRUMENTS <ul style="list-style-type: none">-Identify melodic phrases and play them by ear.-Select instruments to describe visual images.-Choose instruments on the basis of internalised sounds.
COMPOSITION <p>Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups.</p>
READING & WRITING NOTATION <ul style="list-style-type: none">-Perform long and short sounds in response to symbols.-Create long and short sounds on instruments.-Play and sing phrase from dot notation-Record their own ideas.-Make their own symbols as part of a class score.
PERFORMANCE SKILLS <ul style="list-style-type: none">-Perform in different ways, exploring the way the performers are a musical resource.-Perform with awareness of different parts.
EVALUATING & APPRAISING <ul style="list-style-type: none">-Recognise how music can reflect different intentions.

PSHE
Autumn 1: Mindfulness
Autumn 2: Citizenship: Diversity & communities (Anti-bullying)
Spring 1: Mental health
Spring 2: Relationships & sex education
Summer 1: Healthy and safer lifestyles: Healthy lifestyles
Summer 2: British values & Counting sleep

ART
National curriculum:
EXPLORING & DEVELOPING IDEAS <ul style="list-style-type: none">-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.-Question and make thoughtful observations about starting points and select ideas to use in their work.-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
EVALUATING & DEVELOPING WORK <ul style="list-style-type: none">-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.-Adapt their work according to their views and describe how they might develop it further.-Annotate work in sketchbook.
DRAWING <ul style="list-style-type: none">-Experiment with different grades of pencil and other implements.-Plan, refine and alter their drawings as necessary.-Use their sketchbook to collect and record visual information from different sources.-Draw for a sustained period of time at their own level.-Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
PAINTING <ul style="list-style-type: none">-Mix a variety of colours and know which primary colours make secondary colours.-Use a developed colour vocabulary.-Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.-Work confidently on a range of scales e.g. thin brush on small picture etc.
PRINTING <ul style="list-style-type: none">-Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.-Design patterns of increasing complexity and repetition.-Print using a variety of materials, objects and techniques.
TEXTILES / COLLAGE <ul style="list-style-type: none">-Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.-Name the tools and materials they have used.-Develop skills in stitching, cutting and joining.-Experiment with a range of media e.g. overlapping, layering etc.
3D FORM <ul style="list-style-type: none">-Join clay adequately and work reasonably independently.-Construct a simple clay base for extending and modelling other shapes.-Cut and join wood safely and effectively.-Make a simple papier mache object.-Plan, design and make models.
BREADTH OF STUDY <ul style="list-style-type: none">-Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.-Use ICT.-Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.

GEOGRAPHY
National curriculum
GEOGRAPHICAL ENQUIRY -Begin to ask/initiate geographical questions. -Use NF books, stories, atlases, pictures/photos and internet as sources of information. -Investigate places and themes at more than one scale -Begin to collect and record evidence -Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.
DIRECTION / LOCATION -Use 4 compass points to follow/give directions: -Use letter/no. co-ordinates to locate features on a map.
DRAWING MAPS -Try to make a map of a short route experienced, with features in correct order; -Try to make a simple scale drawing.
REPRESENTATION -Know why a key is needed. -Use standard symbols.
USING MAPS Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)
SCALE / DISTANCE Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)
PERSPECTIVE Begin to draw a sketch map from a high view point.
MAP KNOWLEDGE Begin to identify points on maps A, B and C
STYLE OF MAP Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.

HISTORY
National curriculum:
CHRONOLOGICAL UNDERSTANDING -Place the time studied on a time line Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts
RANGE & DEPTH OF HISTORICAL KNOWLEDGE -Find out about every day lives of people in time studied -Compare with our life today -Identify reasons for and results of people's actions -Understand why people may have wanted to do something
INTERPRETATIONS OF HISTORY -Identify and give reasons for different ways in which the past is represented -Distinguish between different sources - compare different versions of the same story -Look at representations of the period - museum, cartoons etc
HISTORICAL ENQUIRY -Use a range of sources to find out about a period -Observe small details - artefacts, pictures -Select and record information relevant to the study -Begin to use the library and internet for research
ORGANISATION & COMMUNICATION -Communicate their knowledge through: Discussion.... -Drawing pictures... Drama/role play.. Making models..... Writing.. -Using ICT

RE
THINKING ABOUT RELIGION & BELIEF -Make links between beliefs, stories and practices. -Identify the impacts of beliefs and practices on people's lives. -Identify similarities and differences between religions and beliefs.
ENQUIRING, INVESTIGATING & INTERPRETING -Investigate and connect features of religions and beliefs. -Ask significant questions about religions and beliefs. -Describe and suggest meanings for symbols and other forms of religious expression.
BELIEFS & TEACHINGS -Describe some religious beliefs and teachings of religions studied, and their importance
PRACTICES & LIFESTYLES -Describe how some features of religions studied are used or exemplified in festivals and practices
EXPRESSION & LANGUAGE -Make links between religious symbols, language and stories and the beliefs or ideas that underlie them
IDENTIFY & EXPERIENCE -Compare aspects of their own experiences and those of others, identifying what influences their lives
MEANING & PURPOSE -Compare their own and other people's ideas about questions that are
VALUES & COMMITMENTS -Make links between values and commitments, including religious ones, and their own attitudes or behaviour

SCIENCE
WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them
WS2 setting up simple practical enquiries, comparative and fair tests
WS3 making systematic and careful obs using notes and simple tables
WS4 taking accurate measurements using std units, using a range of equipment, inclc thermometers and data loggers
WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions
WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes
WS10 using straightforward scientific evidence to answer questions or to support their findings.
WS11 begin to look for naturally occurring patterns and relationships
WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.
PLANTS P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers P2 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 P3 investigate the way in which water is transported within plants P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. P5 know that plants make their own food
ANIMALS, INCLUDING HUMANS AH1 identify that animals, including humans, need the right types and amount of nutrition, and that they ?????? AH2 cannot make their own food; they get nutrition from what they eat AH3 identify that humans and some animals have skeletons and muscles for support, protection and movement
ROCKS R1 compare and group together different kinds of rocks (incl those in the locality) on the basis of appearance and simple physical properties R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock R3 recognise that soils are made from rocks and organic matter
FORCES & MAGNETS FM1 compare how things move on different surfaces FM2 notice that some forces need contact between two objects, but magnetic forces act at a distance FM3 observe how magnets attract or repel each other and attract some materials and not others FM4 compare and grp together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials FM5 describe magnets as having two poles FM6 predict whether two magnets will attract or repel each other, depending on which poles are facing

COMPUTING
National curriculum
TEXT & MULTIMEDIA -Record and present information integrating a range of appropriate media combining text and graphics in printable form and sound and video for on-screen presentations which include hyperlinks. Begin to show an awareness of the intended audience and seek feedback.
DIGITAL IMAGES -Manipulate digital images using a range of tools in appropriate software to convey a specific mood or idea.
SOUND & MUSIC -Create a simple podcast, selecting and importing already existing music and sound effects as well as recording their own.
ELECTRONIC COMMUNICATION -Begin to understand the need to abide by school e-safety rules.
RESEARCH & E-SAFETY -Using another curriculum area as a starting point, children ask their own questions then use ICT sources to find answers, making use of search engines, an index, menu, hyperlinks as appropriate. Children use the information or resources they have found. -Children talk about using ICT to find information / resources noting any frustrations and showing an emerging understanding of internet safety.
CONTROL (ALGORITHMS) -Children are able to type a short sequence of instructions and to plan ahead when programming devices on and off screen.
HANDLING INFORMATION -Children use a simple database (the structure of which has been set up for them) to enter and save and save information on a given subject. -They follow straight forward lines of enquiry to search their data for their own purposes. -They talk about their experiences of using ICT to process data compared with other methods.
MODELLING & SIMULATIONS -Use models and simulations to find things out and solve problems. Recognise that simulations are useful in widening experience beyond the classroom. -Make simple use of a spreadsheet to store data and produce graphs.
DATA LOGGING Begin to use a data logger to sense physical data (sound, light, temperature).
UNDERSTANDING TECHNOLOGIES(Individual)) -Begin to show discernment in their use of computing devices and tools for a particular purpose and explain why their choice was made.
UNDERSTANDING NETWORKS -Show an understanding that their password is the key to accessing a personalised set of resources and files (e.g. My Documents). -Show an awareness of where passwords are critical in everyday use (e.g. parents accessing bank details)
UNDERSTANDING TECHNOLOGIES (Internet) -Show an awareness that not all the resources/tools they use are resident on the device they are using. -Begin to show an understanding of URLs.



Year 3 — Curriculum

MATHS

COUNTING -Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	FINDING FRACTONS OF QUANTITIES -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
PLACE VALUE -Recognise the place value of each digit in a three-digit number -Compare and order numbers up to 1000	FRACTION CALCULATIONS -Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
REPRESENTING NUMBER -Identify, represent and estimate numbers using different representations -Read and write numbers up to 1000 in numerals and in words	FRACTION PROBLEMS -Solve problems using all fraction knowledge
NUMBER FACTS (+ / -)	MEASURES -Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) -Measure the perimeter of simple 2-D shapes
MENTAL (+/-) -Add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H methods	MONEY -Add and subtract amounts of money to give change, using both £ and p in practical contexts
WRITTEN (+/-) -Add and subtract numbers with up to three digits, using formal written methods of expanded columnar addition and subtraction	TIME -Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks -Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight -Know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events
PROBLEMS (+/-) -Estimate the answer to a calculation and use inverse operations to check answers -Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	SHAPE VOCABULARY identify horizontal and vertical lines and pairs of perpendicular and parallel lines
NUMBER FACTS (x/+) Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	PROPERTIES OF 2-D SHAPE -Draw 2-D shapes
MENTAL (x/+) -Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental methods	PROPERTIES OF 3-D SHAPE Make 3-D shapes using modelling materials recognise 3-D shapes in different orientations and describe them
WRITTEN (x/+) Progress to formal written methods calculations as above	ANGLES -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 three quarters of a turn and four a complete turn -Identify whether angles are greater or less than right angle
PROBLEMS (x/+) Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.	INTERPRETING DATA -Interpret and present data using bar charts, pictograms and tables
RECOGNISING FRACTIONS -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	EXTRACT INFORMATION FROM DATA -Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
COMPARING FRACTIONS -Compare and order unit fractions, and fractions with the same denominators -Recognise and show, using diagrams, equivalent fractions with small denominators	

ENGLISH WRITING

PHONIC & WHOLE WORD SPELLING -Spell further homophones -Spell words that are often misspelt (Appendix 1)
OTHER WORD BUILDING SPELLING -Use further prefixes and suffixes and understand how to add them -Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -Use the first 2 or 3 letters of a word to check its spelling in a dictionary
TRANSCRIPTION -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
HANDWRITING -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Increase the legibility, consistency and quality of their handwriting
CONTEXTS FOR WRITING -Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
PLANNING WRITING -Discussing and recording ideas -Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
DRAFTING WRITING -organising paragraphs around a theme -In narratives, creating settings, characters and plot -In non-narrative material, using simple organisational devices (headings & subheadings)
EDITING -Assessing the effectiveness of their own and others' writing and suggesting improvements -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proofread for spelling and punctuation errors
PERFORMING WRITING -Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
VOCABULARY -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Using conjunctions, adverbs and prepositions to express time and cause (and place)
GRAMMAR -Using the present perfect form of verbs in contrast to the past tense -Form nouns using prefixes (super-, anti-) -Use the correct form of 'a' or 'an' -Word families based on common words (solve, solution, dissolve, insoluble)
PUNCTUATION -Using and punctuating direct speech (i.e. Inverted commas)
GRAMMATICAL TERMINOLOGY adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

ENGLISH READING

DECODING / FLUENCY -Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
RANGE OF READING -Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes
FAMILIARITY WITH TEXTS -Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -Identifying themes and conventions in a wide range of books
POETRY & PERFORMANCE -Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry
WORD MEANINGS -Using dictionaries to check the meaning of words that they have read
UNDERSTANDING -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context -Asking questions to improve their understanding of a text -Identifying main ideas drawn from more than one paragraph and summarising these
INFERENCE —Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
PREDICTION -Predicting what might happen from details stated and implied
AUTHORIAL INTENT -Discussing words and phrases that capture the reader's interest and imagination -Identifying how language, structure, and presentation contribute to meaning
NON-FICTION -Retrieve and record information from non-fiction
DISCUSSING READING -Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

SPOKEN LANGUAGE

- Give structured descriptions
- Participate actively in conversation