



Curriculum overview Year 3

Term:

<p style="text-align: center;">Equality and Justice</p> <p>Exploring Human Rights</p> <ul style="list-style-type: none"> Begin to understand the universality of rights through an awareness of the UN CRC and that not all children in the world have their rights respected Understand that sometimes rights can be in conflict and that certain skills are required to resolve conflict in these situations. <p>Promoting Equality</p> <ul style="list-style-type: none"> Begin to explore the concept of unfair discrimination and prejudice Critically reflect on stories/poems about people who have encountered unfair discrimination and confronted it positively <p>Explore Democratic Process</p> <ul style="list-style-type: none"> Understand how democracy works within a school Begin to understand how the democratic process in the UK works at a local community/school level Engage in local issues <p>Activating Equality through positive action</p> <ul style="list-style-type: none"> participate in a human rights climate in class begin to express views by writing letters to elected representatives begin to develop an anti-racist charter learn about people who have made a difference through campaigning and protesting 	<p style="text-align: center;">Belief Systems</p> <p>Key figures</p> <ul style="list-style-type: none"> Identify the sacred writings associated with key religious figures Know the stories associated with how these writings emerged <p>Rites and Ceremonies</p> <ul style="list-style-type: none"> Categorise a variety of marriage and/or funeral rites Examine the links between religious rites and ceremonies and their beginnings in older traditions such as Celtic traditions <p>Celebrations</p> <ul style="list-style-type: none"> Research the diversity of traditions associated with specific festivals in different denominations and cultures globally Explore common links between these traditions and the traditions of other belief systems <p>Beliefs and Values</p> <ul style="list-style-type: none"> Identify that there are key values associated with a range of religious codes of conduct Examine how these codes of conduct impact on how people behave 	<p style="text-align: center;">Moral and Spiritual</p> <p>Exploring Moral Development</p> <ul style="list-style-type: none"> Deepen their understanding of making personal and individual social choices and recognition of what is appropriate behaviour Begin to apply moral principles, insights and reasoning to decision making Take responsibility and accept consequences for his/her own actions within a safe climate that provides him/her opportunity for a dignified re-entry <p>Cultivating Spiritual Growth</p> <ul style="list-style-type: none"> Continue the search for understanding of his/her different life experiences, developing the ability to question and reflect on such experiences Understand and be sensitive to how these life experiences can impact in a range of different ways on individuals 	<p style="text-align: center;">Ethics and the Environment</p> <p>Knowledge and awareness of environmental issues</p> <ul style="list-style-type: none"> Understand the impact of the actions of people on the environment through the generations Explore how we can enhance our environment for the future Further develop the concept of waste management through creating awareness of the Recycling Centres and special bins in the locality Set up recycling areas in the school Understand the need to reduce, reuse and recycle <p>Responsibility and stewardship</p> <ul style="list-style-type: none"> Participate in an environmental project e.g. Green School Participate in drawing up a school environmental charter Discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home
<p style="text-align: center;">Maths</p> <p>Number - number and place value/addition and subtraction/multiplication and division</p> <ul style="list-style-type: none"> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a number recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) compare, order, read and write numbers up to 1,000 add and subtract numbers mentally + and - numbers with up to 3 digits, using formal written methods of columnar + and - estimate the answer to a calculation and use inverse operations to check answers recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division solve problems, including missing number problems, using number facts, place value, and more complex addition, subtraction, multiplication and division <p>Number - fractions</p> <ul style="list-style-type: none"> recognise, find, write and use fractions as numbers and of sets of objects: unit fractions and non-unit fractions with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve fractions <p>Measurement</p> <ul style="list-style-type: none"> measure, compare, + and - : lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p tell and write the time from an analogue clock estimate and read time with increasing accuracy to the nearest minute <p>Geometry - properties of shapes</p> <ul style="list-style-type: none"> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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 <p>Statistics</p> <ul style="list-style-type: none"> interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions using presented information 	<p style="text-align: center;">English</p> <p>Reading - word reading/comprehension</p> <ul style="list-style-type: none"> apply their knowledge of root words, prefixes and suffixes read further common exception words develop positive attitudes to reading, and an understanding of what they read use dictionaries to check the meaning of words that they have read identify themes and conventions in a wide range of texts discuss words and phrases that capture the reader's interest and imagination ask questions to improve their understanding of a text draw inferences and justify these giving evidence predict what might happen from details stated and implied retrieve and record information from non-fiction texts participate in discussion about books <p>Writing - transcription/spelling</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones and words that are often misspelt place the possessive apostrophe accurately check the spelling of a word in a dictionary write from memory simple sentences <p>Writing - Handwriting/composition/vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> use diagonal and horizontal strokes needed to join letters increase the legibility, consistency and quality of their handwriting plan their writing by discussing similar writing and recording their ideas compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme evaluate and edit their own writing, suggesting improvements and changes proof read for spelling and punctuation errors extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although use the present perfect form of verbs in contrast to the past tense use conjunctions, adverbs and prepositions to express time and cause use fronted adverbials use a range of punctuation e.g. commas after fronted adverbials, speech marks 	<p style="text-align: center;">Science</p> <p>Working scientifically</p> <ul style="list-style-type: none"> ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, taking accurate measurements using standard units gather, record, classify and present data in a variety of ways to help in answering questions report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes <p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants explore the requirements of plants for life and growth and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Animals, including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed recognise that soils are made from rocks and organic matter <p>Light</p> <ul style="list-style-type: none"> recognise that we need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that shadows are formed when the light from a light source is blocked by an opaque object <p>Forces and magnets</p> <ul style="list-style-type: none"> 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 	



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<p style="text-align: center;"><u>Humanities</u></p> <p><u>History</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history <p><u>Geography</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> use maps to locate countries; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, identifying key geographical features and how these have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical and human geography <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, grid references, symbols and key to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods 	<p style="text-align: center;"><u>Creative Arts</u></p> <p><u>Music</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music develop an understanding of the history of music <p><u>Art and Design</u></p> <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design create sketch books to record their observations and use them to review and revisit ideas improve their art and design techniques learn about great artists, architects and designers in history <p><u>Design Technology (DT)</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design products generate, develop, model and communicate own ideas select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including construction materials, textiles and ingredients investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical and electrical systems in their products apply their understanding of computing to program, monitor and control their products 	<p><u>Computing</u></p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet, the services and opportunities they offer for communication and collaboration use search technologies effectively select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs use technology safely, respectfully and responsibly <p><u>PE</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best <p><u>Swimming and water safety</u></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations <p><u>Foreign Language</u></p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language engage in conversations speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied
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