Curriculum Information
Year 3
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	Persuasion Narrative Recount Letter Writing	• Draft edit and write a set of instructions • Use fronted adverbials, conjunctions and expanded noun phrases. • Use 'ly' sentence starters. • Use commas in lists. • Describe a setting using simple and compound sentences. • Orally retell a story • Explain my opinions using a speaking frame. • Use expanded noun phrases. • Write using my senses. • Describe using adjectives • Use the first person • Recognise what a verb is. • Use alliteration. • Recognise what a paragraph is. • Edit and improve my writing. • Write a free verse poem. • Use adjectives to describe. • To understand that there are no set writing rules for free verse poetry. • Use their emotions to write freely.	• Work collaboratively to create pieces of drama • Develop mutual respect when listening to other people's pieces of writing • Think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances. • Learn about people from other cultures.	• Hot seat a character and write open and closed questions. • Write a diary entry as a character from the story using senses. • Describe a setting – the Stone Age camp - using compound and simple sentences. • 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 • Write a diary clearly, accurately and coherently, adapting their language and style. • Make inferences

about characters feelings, thoughts, and motives from their actions
- Make predictions about what the characters will do next.
- Understand the vocabulary an author uses and its purpose and context.
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draft, edit and write a set of instructions for making a Stone Age fire.
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- Read books that are structured in different ways and for different purposes.
- Predict what might happen from details stated and implied.
- Use dictionaries to check the meaning of words.

MATHS	Recognising place value Formal methods for addition, subtraction, multiplication and division	• Count from 0 in multiples of different numbers • Recognise place value of each digit in a given three-digit number • Compare, order, read and write numbers up to 1000 • Add and subtract mentally • Add and subtract using formal written methods of columnar addition and subtraction • Double and halve 3-digit numbers • Partition 3-digit numbers • Recall multiplication facts • Solve problems using place value, addition and subtraction • Collect, record, organise and interpret data using bar charts, pictograms and tables • Solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables • Identify and describe 2D and 3D shapes • Draw 2D shapes and make 3D shapes using modelling materials	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Doubling and halving 3-digit numbers • Use the formal methods for calculations • Solve number problems • Multiplication and division facts
RE	Belonging Prayer Advent	• Explore the different groups to which they belong to • Study the sacrament of Baptism as a sacrament of belonging to the church • How Catholics celebrate belonging to God's family through the celebration of Mass • Exploring the prayer life of Jesus	• Reflect on own lives and how children can be more like Jesus • Developing an awareness of a sense of God and the way God acts in our lives • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and	• Group work • Discussion • Thinking skills • Empathetic writing • Interpreting symbolism • Sequencing skills

		• Examine and reflect on ways in which we pray, signs and symbols associated with prayer. • Looking at the Annunciation and Visitation • Look at how Mary and Elizabeth prepared to welcome Jesus Christ • Know that Advent is a time of preparation and reflection • Use the story of the shepherds to provide a focus to reflect on the birth of Jesus Christ	their interest in and respect for different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives • Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	
PE	Dance Gymnastics	• Use props for a performance. • Use facial expressions in a performance. • Use communication for teamwork. • Modify their actions using different pathways, directions and shapes	• Co-operation and teamwork. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Practise different sections of a dance aiming to put together a performance • Perform using facial expressions

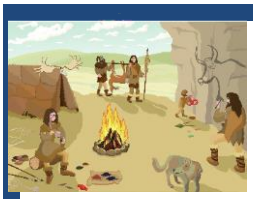
		• Use strength and flexibility to impact performance. • Use different basic movements including leaping, jumping, balancing and stretching		• Perform with a prop • Develop and perform simple routines • Perform to an audience • Describe the different features used in the final performance (i.e. facial expressions) • Count to music to ensure dancing at appropriate times. • Modify actions independently using different pathways, directions and shapes • Consolidate and improve the quality of movements and gymnastics actions • Relate strength and flexibility to the actions and movements they are performing • To use basic compositional ideas to improve sequence work—unison • Devise simple sequences using compositional ideas • Master basic movements including leaping,

				Jumping, balancing and stretching • Work collaboratively to adapt, change and improve individual sequence • .
ICT	**Connecting computers** **Stop-frame animation**	• Identifying that digital devices have inputs, processes, and outputs • How devices can be connected to make networks • Capturing and editing digital still images • To produce a stop-frame animation that tells a story	• Listen and respond appropriately to the views of others, when working as part of a team. • Build up resilience and strategies for problem solving	• To know how digital devices change the way we work. • To know a computer network can be used to share information. • To know how digital devices are connected. • To know the physical components of a network. • To know that animation is a series of drawings or photographs • To relate animated movements with a sequence of images • To know that work needs to be consistent

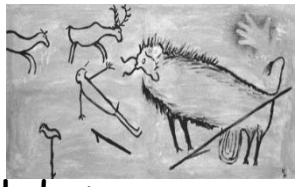
MFL	French sounds Greetings Places that speak French Animals	• Show where France is on a map. • Say my name and greetings in French. • Say the numbers 1-10 • Recognise different animals and be able to say them and write them in French	• To understand and explore different cultures • Understanding French traditions • Children will consider why it is important to respect different cultures and their traditions	• Listen attentively and engage in conversations • Find France on a map • Repeat personal details in French. • Say numbers 1-10 clearly in French and I can now spell some of these numbers.

Music	To read simple notes on sheet music. To know 5 songs off by heart and perform them. To learn how to play the recorder.	• Use pulse, rhythm and pitch work together to create a song. • know every piece of music has a pulse/steady beat. • Find difference between a musical question and an answer. • Understand that songs can make you feel different things e.g. happy, energetic or sad • Understand that singing as part of an ensemble or large group is fun, but that you must listen to each other. • Understand why you must warm up your voice • Sing five songs from memory and who sang them or wrote them. • Understand the style of the five songs. • Identify the main sections of the song (introduction, verse, chorus etc. • Name some of the instruments they heard in the song	• To know music from other cultures and to respect the differences in musical styles. • To perform and work collaboratively. • To create their own music expressing their beliefs and background.	• Learn the key of C • Learn and play the notes E, F, G, A, B + C • Learn to improvise taking it in turns to improvise using the note c • Compose using the notes C, D, E, F + G • Confidently identify and move to the pulse. • Think about what the words of a song mean. • Take it in turns to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • Find the pulse • Find the rhythm and copy back • Pitch and copy back using two notes • Sing in unison and in simple two-parts. • Demonstrate a good singing posture. • Follow a leader when singing. • Enjoy exploring singing solo.

				• Sing with awareness of being 'in tune'. • Have an awareness of the pulse internally when singing.



Year 3 - Stone Age



This half term I will learn the following skills and knowledge:

Geography

Knowledge

To know that the UK has not always been an island.
To know how farming changed life during the Stone age.
To know where Stonehenge is located and how it was built.
To know Skara Brae is located in the Orkney Islands.
To know the meaning of the word Neolithic.
To know that Skara Brae was a Neolithic settlement.
To know that a storm in 1850 exposed the Neolithic settlement of Skara Brae.
To know what Stonehenge is and where it is located.
To know the differences between Stone Age houses and modern houses.

Skills

To use a map to find Skara Brae and the Orkney Islands.
To locate Stonehenge on a map.
To use a selection of pictures to identify and explain the changes in farming.
To ask and answer geographical questions.
To make comparisons between houses built today and those in Skara Brae.
To use the term Neolithic correctly.
To explain the influence of weather on sites of historical importance.

History

Knowledge

To know what the Stone Age is.
To know key dates during the Stone Age.
To know what life was like in Skara Brae.
To know what BC and AD mean.
To know the diet of people in the Stone Age.
To know how people made their clothes in the Stone Age.
To know which materials were available in that period of time.
To know and understand how trading began.
To know that there are three periods of time within the Stone Age.

Skills

To be able to place the Stone Age on a timeline.
To explain how life evolved during the three periods of time.
To generate questions to find out about events in the past.
To research using a range of sources.
To make comparisons between how we live today and how people lived during the Stone Age.
To suggest some consequences of some of the main changes from the Stone Age to the Iron Age.

Art

Knowledge

To know what Palaeolithic cave paintings are.
To know Lascaux is famous for its Palaeolithic cave paintings.
To understand how cave paintings told stories.
To know that natural materials were used to create the different colours in cave paintings.
To know the difference between hot and cold colours.
To know how pastels can be used to achieve variations in line, tone and colour.

Skills

To make drawings of the early stages of man.
To create my own artwork in the style of cave drawings.
To explore the use of pastels to create variations in shape, line and tone.
To create bold lines with oil pastels.
To use a variety of colours to create moods within a painting.
To work on a sustained drawing and review and refine a drawing.
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Technology

Knowledge

To know the key weapons that were used during the Stone Age.
To understand how people in the Stone Age used weapons to hunt for their food.
To know how Stone age men-built weapons.
To know the correct technical vocabulary.
To know how to use the right equipment safely and correctly.

Skills

To create a weapon using natural materials.
To choose appropriate materials and give reasons why these have been chosen.
To follow safety procedures.
To cut materials accurately and safely selecting appropriate tools.
To evaluate the product, identifying strengths and weaknesses.

Year 3 Rocks & Soils

This half term I will learn the following skills and knowledge:

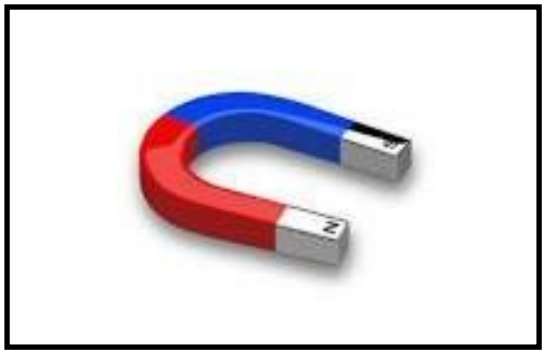
Science	
Knowledge	**Skills**
To know the differences between the different rock types To know the difference between manmade and natural rocks. To know that soils are made from rocks and organic matter. To know how fossils are formed. To know what the three difference types of rocks To know who Mary Anning is. To know how Mary Anning contributed to planetology To know what permeable means To know what durable means To know the process of rocks being formed	To compare and group together different types of rocks based on their appearances To investigate rocks and their properties To investigate durability of rocks. To investigate the permeability of rocks. To understand the importance of a fair test. To carry out and conduct an experiment in small groups based on rocks.

Year 3 - Ancient Egyptians

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know where Egypt is on a map. To know what continent Egypt is in. To know the capital city of Egypt. To know what language(s) are spoken in Egypt. To know where the river Nile is located and the key areas it flows through. To know why the river Nile is important. To know why there are many towns around the River Nile.	**Knowledge** To know about Ancient Egypt. To know how long ago the time of the Ancient Egyptians was. To know the key events linked to Ancient Egyptian times. To know how Ancient Egyptian society was organised. To know who Tutankhamun is. To know what mummification is. To know why the Ancient Egyptians built pyramids. To know who Howard Carter is.
Skills To identify, using an atlas or a globe, where Egypt is on a map. To locate the capital city of Egypt on a map. To explain and present key facts about Egypt. To research where the Nile flows through. To explain using evidence why there are many towns surrounding the River Nile. To use geographical vocabulary.	**Skills** To identify the key events from Ancient Egyptian times. To order key events chronologically on a timeline. To explore the social hierarchy of Ancient Egypt, from Pharaoh to slave. To research who Tutankhamun is, when he lived & why he was important. To understand the steps of mummification. To explain why the Ancient Egyptians built pyramids. To explore the adventures of Howard Carter, thinking about who he was, and what he discovered.
Art	**Technology**
Knowledge To know about different kinds of art, craft and design created by the Ancient Egyptians. To know the materials used by Ancient Egyptians to create artwork. To know and use appropriate art vocabulary. To know which tools to use when working with malleable materials.	**Knowledge** To know how to use computer aided design software to generate designs. To know what the term net and shell structure mean linked to computer-aided designs. To know how to use the correct technical vocabulary. To know how to use the correct equipment safely.
Skills To create a piece of artwork in the style of Ancient Egyptian designs. To plan, design and make a 3D form. To manipulate and shape malleable materials to create Ancient Egyptian amulets. To produce patterns and textures in malleable materials. To effectively apply decorative techniques to 3D models.	**Skills** To generate, develop, model and communicate ideas through discussions and computer-aided design. To use computer aided design software to design a product. To use appropriate materials and explain their choices. To evaluate the product against the original design criteria and intended user.

Year 3 Forces & Magnets



This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To know the difference between a push and a pull. To know that gravity pulls things towards the centre of the earth. To know that friction can slow objects down. To know what a magnetic material is. To know what a non-magnetic material is. To know that magnets have 2 poles and be able to name these To know that some forces need contact between 2 objects, but magnetic forces can act at a distance To know that air resistance slows an object down. To know how to carry out a fair test	To identify forces as pushes or pulls. To observe how magnets, attract or repel each other and attract some materials and not others To make predictions on magnetic strength. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet To identify some magnetic materials To predict whether 2 magnets will attract or repel each other, depending on which poles are facing To test out friction on a range of surfaces. To gather, record and present data in a variety of ways to help answer questions. To record findings using simple scientific language. To use results to draw simple conclusions