All Saints C of E (VA) Primary School, Datchworth

Curriculum Overview

Year: 3

English	Traditional tales – fables – analyse, plan, write and evaluate. Drama skills. Take one book – 'The Hodgeheg' – characterisation, story mapping, writing a sequel Recount – use of description and chronological order Play-scripts Traditional Tales – The Finger eater by Dick King-Smith: character description, list poem, 1st and 3rd person recounts, fact file, top tips, information spread, alternative chapter in the style of model text, editing and improving writing. Poetry – Haiku, Tanka, Kennings and Limericks Explanations and reports Take one book' –author study – Spud Murphy by Eoin Colfer – explore use of character, plot and narrative style. Imitate authorial style Adventure stories: Ottoline and the yellow Cat, The Tunnel. Inference and prediction, build up and suspense. Balanced and Persuasive letter writing Poetry: Study a poet: Roger McGough - 'Take one book' –author study – Roald Dahl – James and the Giant Peach. Diary entry, character profiling, newspaper reports <u>Grammar and punctuation</u>: Revise sentence punctuation and use of verbs, nouns, adjectives and adverbs. Tenses. Express time, place and cause using conjunctions eg. next, when, because, so, after, when. Introduce and use paragraphs and contractions. Learn the year 3 homophones. Focus on rhyming words and powerful verbs for poetry. Punctuation, including speech marks and commas. Use of prefixes and suffixes. Word families Use of a and an Handwriting – continued cursive handwriting – recap joins, ascenders/descenders.
Mathematics	**Number and place value; Addition and subtraction; Multiplication and division:** Read, write, compare and order numbers to at least 1000, recognise the place value of three digit numbers, add and subtract numbers with up to 3 digits, use inverse operations to check answers, write and calculate mathematical statements for multiplication and division sums using the tables that they know, solve number problems using the 4 rules of number. **Fractions:** count up and down in 10ths, find a fraction of an object or number; recognise and show, using diagrams, equivalent fractions with small denominators ; add and subtract fractions with the same denominator within one whole ; compare and order fractions; solve problems that involve all of the above.

	Measurement: measure, compare, add and subtract lengths – mm, cm and m; tell and write the time from an analogue clock, including Roman numerals from I to XII; know the number of seconds in a minute and the number of days in each month, year and leap year ; compare durations of events [for example to calculate the time taken by particular events or tasks]; measure the perimeter of simple 2-D shapes ; add and subtract amounts of money to give change, using both £ and p in practical contexts . **Geometry:** recognise the properties of 2D and 3D shapes, measure the perimeter of 2D shapes; identify and draw lines of symmetry in simple shapes; recognise that angles are 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 than or less than a right angle; identify horizontal and vertical lines and pairs of perpendicular and parallel lines. **Statistics:** interpret and present data using tables, tally charts, bar charts and pictograms. Solve 1 and 2 step questions using the information presented. **TT RockStars**: Consolidate 2x, 5x and 10x tables. Focus on x and ÷ fact for 3x, 4x and 8x tables. Extension: 6x, 7x and 9x tables
Science	**<u>Animals including humans. Nutrition</u>**. **<u>Skeletons and Muscles</u>** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **<u>Forces and magnets</u>** Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. **<u>Rocks, soils and fossils</u>** 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. **<u>Light and shadows</u>** 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 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. **<u>Investigating plants</u>** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 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.

Computing	**Computer Science** - Understand what a flowchart is and how they are used in computer programming. - Understand that there are different types of timers. - Understand how to use the repeat command. - Understand the importance of nesting. - Design and create an interactive scene. - Sort objects. - Complete a branching database. - Consider what simulations are. - Explore simulations. - Enter data into a graph and answer questions. - Understand the purpose of slides. - Add slides to presentations. - Add media to presentations. - Format text, - Add shapes and lines to enhance a presentation. ***Information Technology*** - Use symbols more than and less than to compare values. - Collect data and produce a variety of graphs. - Understand cell references. - Understand typing terminology. - Understand the correct way to sit at the keyboard. - Use the home, top and bottom row keys. - Practice typing with the left and right hand. ***Digital Literacy*** - Know what makes a safe password. - Learn methods for keeping passwords safe. - Understand how the Internet can be used in effective communication. - Understand how a blog can be used to communicate with a wider audience. - Consider the truth of content on websites. - Learn about the meaning of age restrictions symbols. - Open and respond to an email using an address book. - Learn how to use email safely. - Add an attachment to an email.
Religious Education	**Creation:** What do Christians learn from the Creation story? **Incarnation:** What is the Trinity? What do we know about Jesus? Easter. **Sikhism**: Religion, Family and Community How do Sikhs put their beliefs about equality into practice? **Sikhism**: Inspirational People How does the teaching of the gurus move Sikhs from dark to light? **Salvation:** Why do Christians call the day Jesus died 'Good Friday' What do we know about the bible? **Islam**: What rules do Muslims follow? What are their special/ sacred places? **Gospel:** What kind of world did Jesus want?

Art	**Ourselves – portraits**. Children explore different media to create portraits of others and themselves. Focus artist – Picasso. **Art linked to Roman topic- mosaics**. Children study Roman mosaics and use a variety of techniques to create their own mosaic. **Art linked to English** - Clay hedgehogs and Characters from James and the giant peach. **Christmas** **Investigating pattern in nature**. Children observe pattern on animals skin/fur. They explore these through pencil, charcoal and watercolour. Art linked to History eg. cave painting. **Monet – river paintings**. Impressionist techniques using watercolours. **Easter** **Art linked to Science** – photography of plants, shadow puppets
Design &Technology	**Food Technology – layered salads**. Practising cutting, chopping, grating and peeling. **Let's make a package** – exploring nets to make containers. **Moving monsters** – exploring pneumatic mechanisms to make a body part move.
Geography	**Rivers** Name and locate major UK rivers Use of an atlas to locate rivers and find information Identify continents and oceans Name parts of a river Understand the journey of a river Know the meaning of vocabulary related to rivers **Study of the Local area** Describe/understand key aspects of human geography and land use Sketch mapping Use of a key on a map to show land use Fieldwork – observe, measure, record human features in locality – sketch map Simple map drawing Consider what a community would need – suggest improvements Map work – contrast urban and rural areas and the use of land **Let's go on holiday –** holidays in the UK, destinations, weather and climate Identify features of an area – what makes it appealing Compare and contrast two different areas Identify features of a UK holiday resort Use persuasive language to advertise the features of a seaside town To investigate jobs/industry/culture of a UK holiday resort.
History	**The Romans** Relate own experience to concept of settlement Investigate why people move and why they moved in the past Use terms invade and settle Use variety of sources to research who the Celts were and how they lived. Make comparisons to today. Answer questions based upon information gathered. To compare features of a Roman town and theatre to a modern one Empathise with a Roman soldier To investigate the reliability of sources/opinions relating to Boudicca To use debate and empathy to understand lives of people in Roman times Handling Artefacts – Verulamium Museum To use Roman numerals **Life in Britain in the Stone Age** To put events in chronological order Examine non written sources Day in the life – linked to English – Stone age boy Investigate life in the Glacial, Mesolithic, Neolithic and Bronze periods – using a variety of sources **Henry VIII and his wives** To examine characteristics of Henry V111

	Write a persuasive letter showing understanding of facts relating to a famous person in \history Answer questions using a variety of sources Role play in character as a figure from History Research skills – group projects
Languages	**J'Apprends le Français:** I'm Learning French **Les Saisons:** The seasons **Les Instruments:** Musical instruments **Les Fruits, Les Legumes:** Fruit and vegetables **Les Glaces:** Ice creams **Petit Chaperon Rouge:** Little Red Riding Hood **Listening** Responding confidently to greetings, register, classroom instructions. Joining in with poems and songs, playing games Applying phonics knowledge – using sounds heard **Speaking** Answering questions, including greetings, names, ages, how are you today? Using gestures confidently to reinforce simple vocabulary Re-telling stories **Reading** Appreciating poems, rhymes, stories, beyond level of active production Matching words to pictures, reading familiar words with good pronunciation, identifying rhyming words, decoding words in simple sentences Reading and helping translate stories **Writing** Writing words and simple sentences from short-term memory Using indefinite articles in the singular with masculine and feminine nouns.
Music	**Kapow units:** **Ballads** **Creating compositions in response to an animation (Mountains)** **Changes in pitch, tempo and rhythm (Rivers)** **Pentatonic melodies and composition (Chinese New Year)** **Jazz** **Traditional instruments and Improvisation (India)**

	Listening: Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. **Composing:** Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary. **Performing:** Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. **Recorders:** Learning appropriate techniques e.g. tonguing, breathing. Learning to read notation. (All listening and performing skills linked.)
Physical Education	**Football:** Passing, dribbling, shooting, turning, teamwork, ability to apply basic principles suitable for attacking and defending **Dance:** Composition: Explore Structure Develop Link Performance: Physical Skill & Audience, Movement Memory Appreciation: Give Feedback Respond to Feedback **Hockey:** passing and receiving, moving with the ball, getting past a player, tackling, hitting and shooting, ability to apply basic principles suitable for attacking and defending **Gymnastics:** Floor shapes and floor movement: Front, Back & Side Support, Crab & Bridge, V-Sit Shoulder Stand, Levers, Side Roll to Knee, Teddy Bear Roll, Forward Roll, Dive Forward Roll, Backward Roll. Apparatus: Mounting the Vault, Straight Jump, Star Jump, Tuck Jump, Straddle Jump, Pike Jump, Walking on the Bench, V-Sit on the Bench, Basic Floor Shapes on the Bench. Develop flexibility, strength, technique, control and balance **Basketball:** Passing, shooting, turning, teamwork, apply basic principles suitable for attacking and defending **Rugby:** Passing, scoring, teamwork, ability to apply basic principles suitable for attacking and defending **Athletics:** Overarm Throw Jump for Distance Jump for Height Sprint Run Long Distance Run Leap (Hurdles) Chest Push Develop flexibility, strength, technique, control and balance **Cricket:** Throwing and catching, batting and fielding techniques,
PSHE	**Relationships – How can we be a good friend?** Friendship, making positive friendships, managing loneliness, dealing with arguments. **What keeps us safe? – Health and wellbeing** Keeping safe at home and school, our bodies, hygiene, medicines and household products.

	What are families like? – Relationships Families, family life, caring for each other. **What makes a community?** – Living in the wider world. Community, belonging to groups, similarities and differences, respect for others. **Why should we eat well and look after our teeth?** – Health and wellbeing. Being healthy, eating well, dental care. **Why should we keep active and sleep well?** – Health and wellbeing. Being healthy, keeping active and taking rest.