



Year 3 Curriculum

7Cs focus	Autumn term: 1 'C' per week					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Weeks	Maths/ Art week	Outdoor Classroom Day - 1 st November Anti-bullying week	Mental health week	Book week (Books at Bedtime): Science week	Well-being/anti- bullying week Outdoor week	Sports day/week
Events	Harvest Festival St Francis Day: 4 th October Spanish day	Prayer space World Kindness Day - 14 th November	Safer Internet day National Handwriting Day Random Acts of Kindness Day: 17 th Feb	Prayer space World Poetry Day	Walk to School week	First Holy Communion
Driving subject & catchy title	We are super heroes	Life in the Dark	Secret Kingdoms	Enchanted Wood	Extreme Earth	Food Glorious Food
HOOK	Designing own Super Hero	Visitor with owl for children to see	Look at artefacts from the stone Age.	Children to make their own mini garden using box, soil, plants, stones etc.	Watch a news report on a mini earthquake asking for the children's help to find out more about them.	Food tasting afternoon
FABULOUS FINALE	Super Hero dress up day	Night Walk around school	Priest House visit	Kinson Common nature trail	Children make erupting volcanoes.	Chocolate and smoothies
Outdoor Learning	Children learn about forces by visiting the park to test out push and pull forces.	Parent night walk	Cave painting/ chalks on playground	Kinson Common Outdoor maths	Outdoor maths	Outdoor maths



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English skills: Reading, comprehension tasks, spelling, handwriting, weekly writing (plan, draft, evaluate, edit, improve), grammar & punctuation	<p>Non Fiction: 2 weeks . How to be a super hero Potion, instructions Specific skill: Adverbs</p> <p>Fiction: 2 weeks</p> <p>Poetry: Super hero poems 1 week Specific skill: Onomatopoeia</p>	<p>Non Fiction: 2 weeks Non chronological report nocturnal animals Specific skill: conjunctions</p> <p>Poetry: 1 week Nocturnal animals riddles/Christmas poetry/Magic Box Specific skill: Alliteration</p> <p>Fiction: 3 weeks The lost Present Specific skill: Sentence of 3 for description</p>	<p>Fiction: 2 weeks Stone Age Boy story Specific skill: Short simple sentences.</p> <p>Non Fiction: 2 weeks How to wash a wooly mammoth Instructions Specific Skill:</p> <p>Poetry: 1 week Spring poems Specific Skill: Similes</p>	<p>Fiction: 2 weeks Enchanted Land story Specific Skill: Exclamations</p> <p>Non Fiction: 2 weeks Diary Entry of the Faraway Tree characters Specific Skill: varied sentence starters</p> <p>Poetry: 1 week Rivers Specific skill:</p>	<p>Fiction: 2 weeks Adventure stories.</p> <p>Non Fiction: 2 weeks Letter writing</p>	<p>Non Fiction: 2 weeks Smoothie instructions</p> <p>Fiction: 2 weeks Charlie and the chocolate factory characters</p> <p>Fiction: 2 weeks Charlie and the chocolate factory inventing room</p>
Maths skills	<p>Addition Subtraction Place Value</p>	<p>Multiplication Division</p>	<p>Multiplication Division Money Statistics</p>	<p>Fractions Length Perimeter</p>	<p>Fractions Time</p>	<p>Properties of Shape Mass Capacity</p>
Religious Education skills	<p>Creation Sacraments (assess) Use of religious vocabulary; make links between stories & beliefs. <i>Compare our ideas and answers about difficult questions.</i></p>	<p>ISLAM Week Prayers, Saints & Feasts Advent Give reasons for certain acts and symbols. <i>Make links how feelings and beliefs affect behaviours.</i></p>	<p>Christmas Revelation (assess) <i>Make links how feelings and beliefs affect behaviours.</i></p>	<p>Judaism Week Lent Holy Week Give reasons for actions by believers. <i>Compare our ideas and answers about difficult questions.</i></p>	<p>Easter (assess) Pentecost Hinduism/ Sikhism Week Give reasons for actions by believers. <i>Make links how feelings and beliefs affect behaviours.</i></p>	<p>Mission Prayers, Saints & Feasts Describe ways in which religion is lived out by believers. <i>Make links how feelings and beliefs affect behaviours.</i></p>



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<i>Science skill</i>	<i>Mighty magnets</i>	<i>Light and dark</i>	<i>Animas and skeletons</i>	<i>Plants</i>	<i>Rocks and soils</i>	<i>Nutrition</i>
	<p>Compare how things move on different surfaces</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials</p> <p>Describe magnets</p> <p>Make predictions</p> <p>Forces: Push and pull</p>	<p>Recognise that we 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>Learn how shadows are formed</p>	<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Identify and describe the functions of different parts of flowering plants:</p> <p>Explore the requirements of plants for life and growth</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>Compare and group together different kinds of rocks</p> <p>Describe in simple terms how fossils are formed</p> <p>Recognise that soils are made from rocks and organic matter</p> <p>Make an erupting volcano</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition to survive</p>
<i>History skills</i>	<p>Find out about how peoples' lives have shaped this nation</p>		<p>Develop a chronological secure knowledge and understanding</p>			<p>Research where Chocolate came from</p> <p>The achievements of the earliest</p>



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	<i>Research Super Heroes: Isaac Newton, Florence Nightingale</i>		<i>of British, local and world history.</i> <i>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> <i>Address and devise historically valid questions about change, cause, similarity, difference and significance.</i> <i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i> <i>Develop an understanding</i>			<i>civilizations - an overview or where and when the first civilisations appeared and a depth study of The Mayans and The Aztecs</i>
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			of how our knowledge of the past is constructed from a range of sources.			
Geography skills		<p>Research where different animals live: Urban or rural. Discuss the reasons why animals choose these areas to live. Focus on Nocturnal animals.</p> <p>Locate the world's countries, using maps to concentrate on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key</p>		<p>Learn about rainforests</p> <p>Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America.</p> <p>Understand the location and characteristics of a range of the world most significant human and physical features.</p> <p>Develop their use of geographical knowledge,</p>	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes	



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		<p>topographical features (including hills, mountains, coasts and rivers), and land - use patterns; and understand how some of these aspects have changed over time.</p>		<p>understanding and skills to enhance their locational and place knowledge.</p>		
<p>Design Technology skills</p>	<p>Design a repellent for a superhero enemy:</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Select appropriate</p>	<p>Design and make Christmas Pop up Cards</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches</p>	<p>Design and make out of junk modeling their own stone age house.</p>			<p>Cooking and Nutrition-Create a healthy sandwich understand and apply the principles of a healthy and varied diet</p>



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	tools and techniques.					
Art and Design skills	<p>To research Pop Artists:</p> <p>To use paint and equipment correctly</p>	<p>Autumn Art- To use a range of media</p> <p>Bonfire Art- To predict colour mixing results with increasing accuracy</p> <p>Picasso- To research a range of artists</p>	<p>Impressionists- To research a range of artists</p>	<p>Out door art- Use items from the natural environment to create a piece of art work</p> <p>Sculpture- Look at various sculpture artists and artists who use natural pieces to create their work.</p>	<p>Volcano art- Experimenting with colour</p> <p>Look at artists from around the world. Artists who use colour and expression in their art.</p>	<p>Look at illustrators such as Quentin Blake and others. Children to create their own drawings to go with their Charlie and The Chocolate Factory book.</p>
Computing skills <ul style="list-style-type: none"> E-safety 	<p>Coding: I can put programming commands into a sequence to achieve a specific outcome and recognize when I need to debug</p>	<p>Powerpoints on a nocturnal animal: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Present data and information</p>	<p>Internet safety activities and making posters using Word or Publisher: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a</p>	<p>SCRATCH coding to create a basic game - I can put programming commands into a sequence to achieve a specific outcome and recognize when I need to debug</p>	<p>Use an art program to edit photos. design and create a range of programs</p>	<p>SCRATCH - create a shapes quiz using coding</p> <p>- I can put programming commands into a sequence to achieve a specific outcome and recognize when I need to debug use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>



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			range of ways to report concerns about content and contact.			
Music skills Children will also begin learning to play the Descant Recorder, which includes learning how to read music, with associated note names, note values and Rhythm work.	Using "Animals" as a stimulus, children will learn how sounds can be used to describe different animals and how they move by using the different dimensions of Pitch, Duration, Dynamics and Tempo. They will study "Carnival of the Animals" by Saint-Saens and "Peter and the Wolf" by Prokofiev.	Children will learn and perform music for the Christmas period. They will also learn about the life and Music of Beethoven . They will also improve their General Musicianship Skills.	Children will create simple Rhythmic patterns and perform them with a strong sense of pulse.	Children will develop their understanding of how instruments are used to accompany songs, including Melodic and Rhythmic Ostinatos and Drones. They will perform songs with a variety of instrumental accompaniment s.	Children will learn and perform music for a Summer Show. They will increase their General Musicianship Skills. They will also study Music from around the world, focussing especially on Africa . They will also learn about the life and Music of Leyroy Anderson	
Physical Education skills	Indoor Athletics Gymnastics		Dance Net & Wall games Swimming		Athletics Striking & Fielding games	
PSHE Skills	Rights and responsibilities	Healthy Lifestyles Keeping Safe	Caring for the environment	Growing and changing	Healthy relationships Feelings and	Living in the wider world Sex Education-



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Personal, Social & Health Education Well-being	<i>in the wider world</i>	<i>(medicines) Anti bullying week</i>			<i>emotions</i>	<i>name/body part names</i>
Spanish skills Key Stage 2	<i>Saying hello/goodbye, introducing yourself, asking for someone's name, asking/saying how you are, numbers 1-10, there is/there are, some basic nouns, names of some classroom items.</i>		<i>Saying what you have in your bag, asking for and giving something, saying please, thank you, you are welcome, saying if you have or haven't got something, counting objects, the alphabet, asking and saying to spell a word.</i>		<i>Classroom instructions, asking and saying what something means, numbers 11-20, some simple sums, saying how old you are, months of the year, saying when your birthday is, numbers 21-31.</i>	