



Year 3

*Online Safety threads through every topic

Science & Foundation Curriculum

Topic	Tribal Tales	Predator	Weather and Climate	Traders & Raiders	Mighty Metals	Towns and Cities
Local Links →	Highfields Road – Evidence of Iron Age enclosures and roundhouse Pre-historic pottery	Raptor Foundation – St Ives	Woodland Caldecote outdoor spaces	East Anglia: starting point for Viking invasions pre-establishing themselves in York Museum of Archaeology and Anthropology	Caldecote Park	Caldecote street names, WW families & local settlements Cambridge v Milton Keynes
Science	Rocks (types of rocks & their properties)	Living things & habitats (skeletons & foodchains)	Animals including humans	Plants	Forces and magnets	Light
Art & Design	Neolithic Art Sculpt/Mould	Printing, Sketching, Digital technology	Collage, Painting: Watercolour	Weaving & embroidery	Designers: Jewellery	3D scale models, draw: Digital art:
Computing*	Understanding Technology	Programming	Digital Literacy	Understanding Technology & Digital Literacy	Programming	Programming
D&T	Food: outdoor cooking	Materials: Cut and shape	Food: oven cooking	Textiles: join, stitch, decorate	Mechanisms & computing Product design	Construction, electrical circuits
Geography	Local study	Differences: UK & Mediterranean country	Countries N Hemisphere Climate change	Map work	Capital cities Europe	Features of villages, towns and cities
History	Stone, Bronze & Iron Age	Comparing pre-historic animals with today	Natural disasters	Anglo Saxons & Vikings	Weapons	Local Study
Music	Performing: Sing rounds History of music	Listening and reviewing	Performing & composing	History of music	Improvising and composing: Soundscape	Listening and reviewing History of music
PE	Games: ball handling Dance: Machines	Games: Basketball Dance: Solar Systems	Games: Hockey Gymnastics: Patterns & Pathways	OAA: Co-operation, communication & consideration Gymnastics: Hand apparatus	Athletics: challenges Games: cricket	Athletics: continue + golf Games: Volleyball / Badminton
PSHE	Relationships: How can we be a good friend?	Health & Wellbeing: Eating well & dental care	Health & Wellbeing: What keeps us safe?	Health & Wellbeing: activity & sleep	Relationships: What are families like?	Living in the wider world: What is a community?
RE	How do Christians put their beliefs into practice?	How do followers of different faiths give thanks?	What is a pilgrimage and why do people do them?	Why is prayer important to Muslims and not for some people?	What do people believe about the creation of the world?	Who are the 'Saints of God' and why are they important?
Spanish	Greetings Numbers 1 -10 Age	Numbers 1 -20 Where I live Christmas	Basic pets Numbers 1-50	Colours Numbers 1 – 100	Family Foods	Drinks Days of the week



Character Education - Year 3

Every Caldecote pupil will:

- Be responsible for the upkeep of a raised bed in the 'garden' along with their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Perform in front of your class at least once every year
- Tell your class about your favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"8 by 8" by the age of 8 years each Year 3 pupil will:

- Write a letter to yourself about your hopes for the next four years
- Eat something you've not tried before
- Climb a tree
- Learn a new game
- Cook outdoors
- Make something out of wood
- Try yoga
- Dissect owl pellets



Reading - Year 3

Decoding	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.	Inference	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Range of Reading	Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes.	Prediction	Predict what might happen from details stated and implied.
Familiarity of texts.	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books.	Authorial Intent	Discuss words and phrases that capture the reader's interest and imagination Identify how language, structure, and presentation contribute to meaning.
Poetry and Performance	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Non-Fiction	Retrieve and record information from non-fiction.
Word Meanings	Use dictionaries to check the meaning of words that they have read.	Discussing Reading	Respond to issues raised in a text and locate evidence that reflects the issues. Take part in discussions about different texts and consider how they comment on our world.
Understanding	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarising these	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 3 Reading Assessment

Decoding	<input type="checkbox"/> I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly) to help me read aloud and to understand the meaning of new words. <input type="checkbox"/> I can read further exception words including words that do not follow spelling patterns.	Inference	<input type="checkbox"/> I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <input type="checkbox"/> I can ask questions about the texts that I have read to help me understand them. <input type="checkbox"/> I can work out what a character in a book is feeling by the actions they take and can explain how I know.
Range of Reading	<input type="checkbox"/> I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <input type="checkbox"/> I can read books that are structured in different ways and read for a range of purposes. <input type="checkbox"/> I can show that I enjoy reading by reading lots of different types of books.	Prediction	<input type="checkbox"/> I can predict what might happen from details stated and implied.
Familiarity of texts.	<input type="checkbox"/> I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. <input type="checkbox"/> I can identify themes and conventions in a wide range of books.	Authorial Intent	<input type="checkbox"/> I can discuss words and phrases that capture the reader's interest and imagination <input type="checkbox"/> I can identify how language, structure, and presentation contribute to meaning. <input type="checkbox"/> I can tell someone about the main ideas in a paragraph. <input type="checkbox"/> I can find extracts of evidence to show how an author uses cohesive techniques. <input type="checkbox"/> I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.
Poetry and Performance	<input type="checkbox"/> I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. <input type="checkbox"/> I can read aloud poems and performing play scripts.	Non-Fiction	<input type="checkbox"/> I can use non-fiction texts to find out information on a subject. <input type="checkbox"/> I can retrieve and record information from non-fiction texts. <input type="checkbox"/> I know the difference between fact and opinion in a non-fiction text.
Word Meanings	<input type="checkbox"/> I can use dictionaries to check the meaning of words that I have read. <input type="checkbox"/> I can orally recount the events of the book I am reading <input type="checkbox"/> I can understand what I have read, checking that it makes sense by talking to others about it. <input type="checkbox"/> I can discuss words in the books that I read that excite me.	Discussing Reading	<input type="checkbox"/> I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work. <input type="checkbox"/> I can respond to issues raised in a text and locate evidence that reflects the issues. <input type="checkbox"/> I can take part in discussions about different texts and consider how they comment on our world. <input type="checkbox"/> I can talk about books and poems and I can take turns in telling people about them.
Understanding	<input type="checkbox"/> I can check that the text makes sense and discussing the meaning of words in context. <input type="checkbox"/> I can ask questions to improve my understanding of a text. <input type="checkbox"/> I can identify main ideas drawn from more than one paragraph and summarising these. <input type="checkbox"/> I can find evidence of language that enables the reader to visualise scenes in a narrative.	AR	When pupils start in KS2 they use the accelerated reader programme. They have star reader tests followed by close monitoring of the AR numbered books.



Writing - Year 3			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Writing is legible. -Letters are gaining in consistency of size and formation. -Capital letters are the correct size relative to lower case. - Writing is usually spaced sufficiently so that ascenders and descenders do not meet. -Appropriate letters are joined, according to the school’s handwriting approach. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-. -Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion. θ Write words spelt ei, eigh or ey e.g. vein, weight, obey. -Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan. -Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys’ coats. -Spell some words from the YR 3-4 statutory word list. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements. -Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses. Identify and use a range of prepositions. -Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. -Identify direct speech. -Begin to use inverted commas for direct speech. -Consolidate knowledge of word classes: noun, adjective, verb, adverb. -Use ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel. -Usually use the past or present tense appropriately. -Sometimes use the present perfect e.g. He has gone out to play. <p><i>See The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Compose and rehearse sentences orally. -Talk about initial ideas in order to plan and draft before writing. -Write to suit purpose, and show some features of the genre being taught. -Create chronological narratives; write in sequence. Write simple beginning, middle, ending. -With scaffold, organise sections broadly, within a theme. -Use headings and subheadings to aid presentation. -Describe characters, settings and /or plot in a simple way, with some interesting details. -Evaluate own and others’ writing, with direction; reread and check own writing; make changes.



Year 3 writers should be able to

Year 3 writers should be able to			
Aspect	Autumn	Spring	Summer
Handwriting	Increase the legibility, consistency and quality of their handwriting Understand that capital letters do not join Use the correct diagonal and horizontal strokes to join		
Composition	Write a non-narrative using simple organisation devices such as heading and sub-headings In narrative writing, develop resolutions and endings	Make improvements by proposing changes to grammar and vocabulary to improve consistency Look at and discuss different models of writing, taking account of purpose and audience Plan writing by discussing and recording ideas Write a narrative with a clear structure, setting, characters and plot Suggest improvement to writing through assessing the writing with peers and through self-assessment	Identify structure, grammatical features and use of vocabulary for effect in texts Compose sentences using a wider range of structures linked to the grammar objectives Begin to organise paragraphs around a theme
Grammar	Use a range of sentences with more than one clause by using a wider range of conjunctions in their writing Recognise and use determiners a, an and the appropriately	Use the perfect form of verbs instead of the simple past Understand the purpose of adverbs Use adverbs effectively in their writing Use conjunctions, adverbs and prepositions to express time and cause	Word choices are adventurous and carefully selected to add detail and to engage the reader Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials
Punctuation	Begin to use inverted commas for some direct speech punctuation	Use apostrophes for possession with increasing accuracy including plural possession	Commas are sometimes used to mark clauses and phrases
Spelling	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words with additional prefixes and suffixes and understand how to add them to root words Spell correctly word families based on common words Identify the root word in longer words	Recognise and spell additional homophones Make comparison from a word already know to apply to an unfamiliar word Spell some identified commonly misspelt words from the Y3 & 4 word list



Maths - Year 3

Number and place value	<ul style="list-style-type: none"> • 3 digit numbers • Roman numerals I to XII • Compare and order 0- 1000 • 0-1000 numerals and words 	Addition & subtraction	<ul style="list-style-type: none"> • Three-digit addition and subtraction 	<p style="text-align: center;">Calculation</p> <p style="text-align: center;">Pupils learn these strategies and choose the most efficient methods for their calculation in Y3</p> <ul style="list-style-type: none"> • Column addition and subtraction • Bar modelling • Long multiplication • Long division 'bus stop' method • Estimation and inverse to check calculations
Multiplication and Division	<ul style="list-style-type: none"> • 2 x tables • 5 x tables • 10 x tables • 3 x tables • 4 x tables • 6 x tables • 8 x tables • Count in 3s, 4s, 8s, 50s and 100s • Multiply 2 digit by 1 digit number • Divide 2 digit by 1 digit number 	Fractions and decimals	<ul style="list-style-type: none"> • Introduction to adding and subtracting fractions • Tenths 	
Measurement	<ul style="list-style-type: none"> • Add and subtract money • Length and perimeter • Analogue and digital time • Compare durations • Angles • Length, weight, capacity and volume – add, subtract and compare 	Geometry	<ul style="list-style-type: none"> • Draw and make 2D and 3D shapes • Recognise angles in shapes • Horizontal and vertical lines • Perpendicular and parallel lines • Right angle = quarter turn • Half, three quarter and whole turn 	
		Statistics	<ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables 	



Our Year 3 mathematicians should be able to

Number and place value

- Count from 0 in multiples of 4, 8, 50 and 100
- Find 10 or 100 more or less than any given number
- Read and write numbers to 1000 in numerals and words
- Compare and order numbers to 1000
- Recognise the place value (ones, tens and hundreds) of each digit in a 3-digit number

Multiplication and Division

- Recall and use multiplication and division facts for the 2, 3, 4, 5, 6, 8 and 10 tables
- Write and calculate multiplication and division problems mentally using known X Tables and using formal methods, including 2-digit X 1-digit
- Calculate multiplication and division problems including use of money and length

Addition & subtraction

- Add and subtract numbers mentally including: 3-digit number and ones, 3-digit number and tens, 3-digit number and hundreds.
- Add and subtract numbers with up to 3-digits using formal written column methods
- Estimate the answer and use the inverse to check
- Add and subtract measures (length, mass, volume) with up to 3-digits using formal column methods
- Solve word problems including missing number problems, number facts, place value and more complex addition and subtraction

Fractions and decimals

- Count up and down in tenths and recognise that tenths arise from dividing an object, number or quantity into ten equal parts
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions
- Compare and order unit fractions, and fractions with the same denominators
- Add and subtract fractions with the same denominator within one whole

Measurement

- Measure the perimeter of simple 2D shapes
- Estimate and read time to the nearest minute
- Tell and write the time on an analogue clock including Roman numerals from I to XII
- Measure, compare, add and subtract lengths (m,cm,mm), mass (kg,g), volume/capacity (l,ml)
- Read 12 hour and 24 hour clocks
- Record and compare time – seconds, minutes and hours
- Use vocabulary such as o'clock, am/pm, 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 – calculate the time taken by particular events or tasks

Geometry

- Make 3D shapes using modelling materials
- Recognise 3D shapes in different orientations and describe them
- Draw 2D shapes
- Recognise 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 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 bar charts, pictograms and tables
- Solve 1-step and 2-step questions such as: 'How many more? How many fewer?' using information presented in scaled bar charts, pictograms and other graphs.



Science – Year 3

Area of science		Key question	Big idea	Key Vocabulary		Enquiry type	Working Scientifically
Biology	Plants	Do all plants need exactly the same things?	Plants have different structures that serve different functions in growth, survival and reproduction Plants depend on animals e.g. pollination and seed dispersal	Seed dispersal Species Pollination Seed formation	Photosynthesis Fertilisers Transportation Germination	Observing changes over a period of time (e.g. water transported through celery) Fair tests Noticing patterns	<input type="checkbox"/> Ask relevant questions related to prior knowledge <input type="checkbox"/> Understand that science investigations begin with a question <input type="checkbox"/> An awareness that there are different ways of asking scientific questions which result in different types of enquiries <input type="checkbox"/> Make a prediction which has a plausible reason <input type="checkbox"/> Use discrete data to plan and conduct comparative tests Use planning grid for fair tests to: <input type="checkbox"/> Identify multiple things they could change and measure <input type="checkbox"/> Choose 1 variable they would change and 1 variable they could measure <input type="checkbox"/> Understand that the other variables listed will be kept the same to unsure reliability of the test <input type="checkbox"/> Make careful and accurate observations including the use of standard units taking into account mathematical knowledge up to Year 3 (read time, add and subtract length, mass and capacity) <input type="checkbox"/> With support use drawings, labelled diagrams, bar charts and tables to record findings <input type="checkbox"/> Recognise why it is important to collect data in order to answer a question <input type="checkbox"/> Draw simple conclusions from the data collected <input type="checkbox"/> With prompts, report findings from investigations in a range of ways
	Animals incl humans	Do all animals depend on plants for their survival? Could we live without a skeleton?	All living things need food as their source of energy	Producer Consumer Prey Predator Movement Joints	Incisors Canines Endoskeleton Exoskeleton	Using secondary sources of information Grouping and classifying	
Chemistry	Rocks	Are all rocks made in the same way?	There are many different kinds of rock with different compositions and properties	Igneous Density Sedimentary Minerals	Metamorphic Fossilisation Permeability Durability	Grouping and classifying Comparative tests Using secondary sources of information	
Physics	Light	Can shadows change shape?	Light energy travels in straight lines and doesn't pass through some objects There are patterns in the position of the Sun seen at different times of the day	Light source Dispersion Transparent Refraction Translucent	Opaque Reflect Shadow	Noticing patterns Observing changes overtime	
	Forces and magnets	Are all metals attracted to magnets?	Forces are different kinds of pushes and pulls that act on all the matter Equal forces acting in opposite directions in the same line cancel each other out and are described as being in balance. The movement of objects is changed if the forces acting on them are not in balance.	Attract Repel Poles Magnetic Newton	Force (direct and indirect) Gravity Friction	Grouping and classifying Comparative and fair tests Noticing patterns	



Area of science		Year 3 Scientists should be able to
Biology	Plants	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of the parts of a flowering plant (Is a stem the same as a trunk?) <input type="checkbox"/> Explore the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and explain how they vary from plant to plant <input type="checkbox"/> Can describe the life cycle of flowering plants, including pollination, seed formation, seed dispersal, and germination <input type="checkbox"/> Can give different methods of pollination and seed dispersal, including examples <input type="checkbox"/> Look at features of seeds to decide on their method of dispersal
	Animals including humans	<ul style="list-style-type: none"> <input type="checkbox"/> Classify food into particular nutrients <input type="checkbox"/> State the importance of a nutritious, balanced diet <input type="checkbox"/> Understand that animals cannot make their own food <input type="checkbox"/> Explain how most plants create their own food <input type="checkbox"/> Can explain how the teeth in animal skulls show they are carnivores, herbivores or omnivores <input type="checkbox"/> Identify the different types of teeth and their functions <input type="checkbox"/> Draw and interpret food chains <input type="checkbox"/> Explain the difference between a producer, consumer, predator and prey and provide examples
Chemistry	Rocks	<ul style="list-style-type: none"> <input type="checkbox"/> Name and classify types of rocks based on its physical properties and appearance <input type="checkbox"/> Explain the difference between sedimentary, metamorphic and igneous rock <input type="checkbox"/> Devise tests to explore properties of rocks and use data to rank the rocks
Physics	Light	<ul style="list-style-type: none"> <input type="checkbox"/> Predict which lighting will cause an object to be more or less visible <input type="checkbox"/> Know darkness is the absence of light <input type="checkbox"/> Know the danger of direct sunlight and describe how to keep protected <input type="checkbox"/> Classify reflective and unreflective surfaces <input type="checkbox"/> Can define transparent, translucent and opaque <input type="checkbox"/> Predict what will happen when a light source or object is moved <input type="checkbox"/> Experiment with torches and opaque objects, moving them to different distances from the light source and noting their findings <input type="checkbox"/> Know that a shadow is formed when light from its source is blocked by a solid object <input type="checkbox"/> Note the changing length of a shadow thrown by a metre stick or other object
	Forces and magnets	<ul style="list-style-type: none"> <input type="checkbox"/> Give examples of forces in everyday life <input type="checkbox"/> Provide examples of forces that require contact and others that do not (magnets) <input type="checkbox"/> Use results to describe how objects move on different surfaces and make predictions for further tests <input type="checkbox"/> Draw diagrams using arrows to show the attraction and repulsion between the poles of magnets <input type="checkbox"/> Predict whether magnets will attract or repel <input type="checkbox"/> Use test data to rank magnet strength



Art & Design - Year 3								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Uses line and colour thinking about the direction of shading Uses hatching & cross-hatching	Introduces primary and secondary colours with the use of white and black to create tints/tones and other hues Creates pattern using different tools and colours	Uses 2D forms to create 3D shapes	Extends repeating patterns: overlapping, using two contrasting colours etc String relief	Experiments with creating mood, feeling, movement and areas of interest	Change the surface of a malleable material to build an object and know how to make secure joins	Simple weaving with wool through a card loom Embroidery and embossed patterns	Use simple filters to manipulate and create images Combine digital images with manually produced images	Cross-hatch Tints and tones Repeating patterns Back/foreground Abstract, realistic 2&3D, viewpoint, proportion
Knowledge								
Artists: Neolithic art, Katsushika Hokusai								
Designer: Jewellery makers								
Year 3 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Knows how to show facial expressions in art ▪ Knows how to uses sketches to produce a final piece of art ▪ Knows how to use different grades of pencil to shade and to show different tones and textures ▪ Knows how to create a background using a wash ▪ Knows to use a range of brushes to create different effects in painting ▪ Knows how to identify the techniques used by different artists ▪ Knows how to compare work of different artists using appropriate vocabulary ▪ Recognises when art is from different cultures and different historical periods ▪ Knows to use digital images and combine with other media in own art and with others' work 								



Computing - Year 3						
Area of Computing		Key Understanding and skills		Vocabulary	Implementation	Online Safety
Computer Science/ IT /Digital Literacy	Understanding Technology	<p>To understand what a computer network does and what services it can provide.</p> <p>To understand computers can be linked to form a local network like in a school.</p> <p>To understand what a web page is.</p> <p>To navigate the internet and complete simple searches.</p> <p>To use the internet to collect and present information.</p> <p>To consider when it is best to use technology and where it doesn't add value.</p> <p>To send an email and use attachments.</p>	<p>Network Hub</p> <p>Web page/ browser</p> <p>HTTPS</p> <p>Navigate</p> <p>Unique</p> <p>Software/ Hardware</p> <p>Digital Device</p>	<p>Unplugged and plugged activities to explore concepts. Eg how a network works. How a web page is made.</p> <p>Find out how individual web pages can be found (either from searches or from individual, unique addresses).</p> <p>Send and receive an email and attachments.</p>	<p>Core Objectives:</p> <p>To use technology safely, respectfully and responsibly</p> <p>To know the different ways that they can get help if concerned about anything that they experience online.</p> <p>Year 3 understanding and skills:</p> <p>I follow the schools safer internet agreement and I understand the need for these rules.</p> <p>I understand the need to keep personal information and passwords private.</p> <p>I know how to respond if asked for personal information or if I feel unsafe.</p> <p>I can use different search engines.</p> <p>I recognise that cyberbullying is unacceptable and I know how to report an incident.</p> <p>I can explain how to use email safely.</p> <p>I understand what copyright is.</p> <p>Key Vocabulary:</p> <p>Trust</p> <p>Incident</p> <p>Respond</p> <p>Cyberbullying</p> <p>Agreement</p> <p>Copyright</p>	
	Digital Literacy	<p>To interpret and present data using bar charts, pictograms and tables.</p> <p>To use a choice of different software to produce a piece of work.</p>	<p>Data source</p> <p>Interpret present</p> <p>Sort</p> <p>Present</p> <p>Bar chart</p> <p>Pictogram</p> <p>Table</p> <p>Software</p> <p>information</p> <p>Acknowledging</p>	<p>Use Excel to collect information, input, sort and create a bar chart and pictogram.</p> <p>Choose to use Word/PPT /video presentation to create work.</p>		
	Programming	<p>To plan and create a program that will accomplish a goal using Scratch.</p> <p>To devise, record and test a sequence of instructions.</p> <p>To use repetition in a program.</p> <p>To use forms of input and output in a program.</p>	<p>Goal</p> <p>Input</p> <p>Output</p> <p>Design</p> <p>Devise</p> <p>Forever</p> <p>Select</p> <p>Duplicate</p> <p>Predict</p> <p>Logical Reasoning</p>	<p>Scratch: Design and create own simple program.</p> <p>Eg Create and draw own sprites.</p> <p>Use the "fill with colour" tool, change the width of the line, use a variety of different colours and use the "select and duplicate" stamp.</p> <p>Record, name, save and use own sounds in scripts.</p> <p>Use the "repeat" and "forever blocks" in a simple program.</p>		



Our Year 3 computer users should be able to

Programming:

- Design a sequence of instructions including direction
- Write programs that accomplish specific goals
- Work with various forms of input/output

Understanding Technology:

- Search for information on the web in different ways
- Collect information
- Present information and interpret it
- Say what a computer network does
- Explain what a web page is
- Correspond by email adding an attachment

Digital Literacy:

- Use a range of software for similar purposes
- Design and create content
- Manipulate and improve digital images

A safe computer user in Year 3

Knowledge and Understanding

- Understand the need for rules to keep them safe when exchanging learning and ideas online
- Understand that the internet contains fact, fiction and opinion and begins to distinguish between them
- Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image
- Understand that copyright exists on most digital images, video and recorded music
- Understand the need to keep personal information and passwords private
- Know how to report an incident of cyber bullying
- Know the difference between online communication tools used in school and those used at home
- Understand the need to develop an alias for some public online use

Skills

- Follow the school's safer internet rules
- Explain and demonstrates how to use email safely
- Use different search engines



Design & Technology - Year 3

Design, make, evaluate and use technical knowledge

Food	Materials	Textiles	Electrical and Electronics	Construction	Mechanics	Computing	Key Vocab / Learning Concepts
<p>Prepare ingredients hygienically using appropriate utensils</p> <p>Measure ingredients accurately</p> <p>Assemble or cook ingredients controlling the temperature of the oven, if cooking</p>	<p>Cut materials accurately and safely by selecting appropriate tools</p> <p>Measure and mark out to the accurately</p> <p>Apply appropriate cutting and shaping techniques</p>	<p>Join textiles with appropriate stitching</p> <p>Select the most appropriate techniques to decorate textiles</p>	<p>Create series and parallel circuits</p>	<p>Choose suitable techniques to construct products</p> <p>Strengthen materials using suitable techniques</p>	<p>Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product such as levers and winding, mechanisms</p>	<p>Use software to design and present product design</p>	<p>Utensils</p> <p>Prototype</p> <p>Parallel/ Series Circuits</p> <p>Overlap</p> <p>Measure with accuracy</p> <p>Assemble</p> <p>Mechanism</p> <p>Three-dimensional</p> <p>Healthy lifestyle</p> <p>Food groups</p>

Year 3 Designers should be able to

- Prove that their design meets some set criteria
- Follow a step-by-step plan, choosing the right equipment and materials
- Design a product and make sure that it looks attractive
- Choose a material for both its suitability and its appearance
- Select the most appropriate tools and techniques for a given task
- Make a product which uses both electrical and mechanical components
- Work accurately to measure, make cuts and make holes
- Describe how food ingredients come together



Geography - Year 3

Year 3 Geographer should be able to

1. Know the name of a number of countries In the northern hemisphere
2. Know the capital city of at least six European countries
3. Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map
4. Know whether a country Is located In the Southern or Northern hemisphere
5. Know why people may be attracted to live In cities
6. Know why people may choose to live In one place rather than another
7. Know about, locate and name some of the world’s most famous volcanoes
8. Know about and describe the key aspects of earthquakes
9. Know about and describe the key aspects of volcanoes
10. Land use
11. Find the same place on a globe and in an atlas
12. Know the difference between the British Isles, Greate Britain and United Kingdom
13. Know at least five differences between living In the UK and a Mediterranean country
14. Know how to plan a journey within the UK, using a road map

Topic →	Local study linked to Roundhouses & road names In Caldecote	Climate Change	Geographical regions of the UK and a European city, including physical and human features	Study of an area of the UK
Skills Covered	5, 6	5 ,6, 7, 8, 9	1, 2, 3, 4, 10	1, 2, 4, 5, 6, 10, 11
Activity Ideas/Co ntext	Local study linked to Roundhouses & road names In Caldecote Types of settlements, land use	What Is climate change and what Is Its Impact? How are volcanoes, earthquakes (and other natural disasters) linked to climate change?	Tropics (locate on map) Countries In the southern and northern hemisphere	Why would people choose to live In different areas of the UK? (identify key characteristics)
Vocabulary	Roundhouse Settlement Land use Road names Trade links Natural resources (water, food)	Global warming Greenhouse gases Weather Climate (change) Natural disasters (volcanoes, earthquakes)	Climate zones Tropics Southern hemisphere Northern hemisphere	Key topographical features (including, hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time



History - Year 3		
Key Content	Stone, Bronze & Iron Age 700BC – 343 AD (Roman invasion of Britain)	Anglo Saxons (450 – 1066 AD) & Vikings (793 – 1055AD)
Topic	Tribal Tales	Traders & Raiders
Key Vocab	Paleolithic , Mesolithic , Neolithic , Pre-history Era , Excavation , BC/BCE AD	Angle , Germanic, Invade / Conquer, Monastery, Pagan, Saxon, Jute, Viking Century
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> • Use a range of sources to find out about and produce an overview of one of the topics studied. • Observe and discuss small details when studying artefacts and pictures. • Understand that sources can be diverse- cartoons, books, art, letters, recordings, CDs etc. • Look at two differing accounts of an historical event and suggest reasons why the sources may differ, using historical context if possible. <p>See source work guidelines</p>
	Chronology	<ul style="list-style-type: none"> • Place all periods of history studied thus far on a time line, noting important events. • Sequence several events or artefacts. • Investigate and explore the everyday lives of people within the periods of time studied. • Describe the ideas and beliefs of different periods of time. , Compare with our time today. • Identify reasons for and results of people’s actions and begin to understand why people might have wanted to do some things.
	Communicating & Presenting	<ul style="list-style-type: none"> • Use dates and terms related to the passage of time. • Use the following vocabulary: <ul style="list-style-type: none"> - Names of time periods - Change - Chronology - Cause - Consequence - AD/BC - Conquest • Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces and presentations to small groups.
Significant People/Events	Homo Sapiens	Alfred The Great Canute



Year 3 Historians should

Stone, Bronze & Iron Age

- Know about how stone age people hunted for their food and what they ate
- Know about many of the differences between the stone, bronze and iron ages
- Know what people learnt from stone age paintings
- Be able to describe what a typical day would have been like for a stone age man, woman or child

Anglo Saxons & Vikings

- Know that Britain was invaded more than once
- Know that the Anglo-Saxons and Vikings were often in conflict
- Know how to use a timeline to show when the Viking raids started
- Know why the Vikings often overpowered the Anglo-Saxons
- Show on a map where the Vikings came from and where they invaded our country
- Know that Many Vikings came to our country as peaceful farmers

General

- Know that there were many advanced civilizations on Earth 3000 year ago
- Research what it was like for pupils in a given period of history and present findings to an audience
- Know how the locality today has been shaped by what happened in the past
- Know how historic items and artefacts have been used to help build up a picture of life in the past



Spanish - Year 3				
Listening	Speaking	Reading	Writing	Intercultural understanding
Understand a few familiar spoken words and phrases eg: <ul style="list-style-type: none"> • teacher’s instructions • days of the week • a few words in a song • colours • numbers 	Say and/or repeat a few words and short simple phrases eg: <ul style="list-style-type: none"> • what the weather is like • naming classroom objects 	Recognise and read out a few familiar words or phrases eg: <ul style="list-style-type: none"> • from stories and rhymes • understands some familiar • labels on familiar objects • the date Use visual clues to help with reading phrases.	Write or copy simple words and/or symbols correctly eg: <ul style="list-style-type: none"> • personal information such as age • numbers • colours • objects Select appropriate words to complete short phrases or sentences.	Understand and respect that there are people and places in the world that are different to where I live and play. Understand that some people speak a different language to my own.

Half-Termly Coverage						
Activities	Greetings (1 week)	Numbers 1 -20 (2 weeks)	Basic pets (2 weeks)	Colours (2weeks)	Saying what brothers and sisters I have and asking people about their brothers and sisters (4 weeks)	Drinks (2 weeks)
	Saying my name and asking people their names (2 weeks)	Saying where I live and asking people where they live (2 weeks)	Saying what pets I have and asking people what pets they have (2 weeks)	Numbers 1 – 100 (3 weeks)	Foods (2weeks)	Days of the week(1 week)
	Numbers 1 -10 (1 week)	Christmas (1 week)	Numbers 1-50 (2 weeks)			
	Saying my age and asking people their age (2 weeks)					



Key Vocabulary	<p>Hola Buenos días Buenas tardes Hasta luego ¿Cómo te llamas? Me llamo Se llama ¿Cómo estás?</p>	<p>¿Dónde vives? Vivo en Ciudad Condado Contad al revés Inglaterra</p>	<p>¿Tienes una mascota? - Do you have a pet? Un gato - cat Un perro - dog Un elefante - elephant Un pez - fish Un pájaro - bird Un conejo - rabbit Un caballo - horse</p>	<p>Rojo - red Naranja - orange Amarillo - yellow Blanco - white Negro - black Lila - lilac Rosa - pink Marron - brown Gris - grey</p>	<p>Tengo Hermana /s Hermano /s Hijo uncio Espagueti el queso el jamón el pan los bocadillos la pasta la ensalada la fruta las hamburguesas las patatas fritas</p>	<p>el zumo de naranja el agua mineral el té el café la coca cola la limonada la naranjada la leche lunes martes miércoles jueves viernes sábado domingo</p>
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A Year 3 international speaker can

- join in with songs and rhymes
- respond to a simple command
- answer with a single word
- answer with a short phrase
- ask an appropriate question
- name people, places and objects
- use set phrases
- choose the right word to complete a phrase or a short sentence
- read and understand single words
- read and understand short phrases
- use simple dictionaries to find the meaning of words
- write single words correctly
- label a picture
- copy a simple word or phrase



Music - Year 3				
Featured Composers: Monteverdi (1567-1643) & Saint Saens (1835 – 1921)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	<p>Sing rounds (canons) and partner songs, maintaining own part with some support</p> <p>Sing with a developing understanding of expression and dynamics</p> <p>Read and play 3 notes on an instrument – glockenspiel – with care and a degree of accuracy</p>	<p>Represent sounds on a graphic score with symbols for a group performance</p> <p>Combine sounds to create a soundscape using tuned and un-tuned percussion</p> <p>Staff notation, recognise notes on the stave and note values of quaver, crotchet and minim</p> <p>Begin to take part in improvisation sessions</p>	<p>Describe and give opinions of the music heard with some use of musical vocabulary</p> <p>Discuss the emotional impact of a piece</p> <p>Share ways to improve the compositions of others</p>	<p>Identify and name instruments used in the past</p>
Inter-related dimensions	<ul style="list-style-type: none"> • Pitch – recognise and respond to higher and lower middle sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes • Duration – distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms • Dynamics – understanding getting louder and getting quieter • Tempo- understanding faster and slower • Timbre – identify a range of instruments by name and how they are played • Texture – recognise different combinations of layers in music • Structure – develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs 			



Possible Coverage	<p>Warms ups. Copy, follow and play rhythms using quavers, crotchets, minims Perform group Viking songs Play junk percussion inspired by Stomp Make and play metal objects/instruments On-going singing assemblies Key Stage Performance</p>	<p>Compose a Viking song and add simple percussion accompaniment. Improvisation using junk objects Use metal objects and instruments to create sounds, rhythms and soundscapes Learn to play the glockenspiel – teach 5 notes and use staff notation</p>	<p>Listen and respond to ‘La Mourisque’ by Tielman Susato & ‘Carnival of the Animals’ Saint Saens Listen to Viking music Listen to the work of ‘Stomp’ Listen to city inspired music. Compare Gerschwin “ Rhapsody in Blue” (Y2) with Philip Lane ‘London Salute’</p>	<p>Identify Renaissance instruments and compare with those used today Identify Viking instruments and compare with Renaissance and those used today</p>
Key Vocabulary	<p>Duet Dynamics Forte - loud Piano - quiet</p>	<p>Notes Stave, Minim, Crotchet, Quaver Rest Texture Timbre Duration – long/short sounds</p>	<p>Texture Timbre Atmosphere Faster/slower Higher/lower Louder/quieter</p>	<p>Renaissance Viking Instruments types and names</p>

Year 3 Musicians should know how to

- sing a tune with expression
- play clear notes on instruments
- use different elements in their compositions
- create repeated patterns with different instruments
- compose melodies and songs
- create accompaniments for tunes
- combine different sounds to create a specific mood or feeling
- use musical words to describe a piece of music and compositions
- use musical words to describe what they like and do not like about a piece of music
- recognise the work of at least one famous composer
- improve their work; explaining how it has been improved





PE - Year 3		
Themes	Skills	Key Vocabulary
Dance		
Machines * Solar System *	To perform longer sequences of actions from memory To create phrases with a partner and perform them to others To create actions from a stimuli To begin to create actions which convey a feeling	Expression Improvisation Canon
Gymnastics		
Hand apparatus * Patterns and Pathways*	To develop routines which show different shapes, balances and transitions To perform to others To begin to feedback on others performances To use contrasting movements when working with a partner To begin to perform the same actions on the floor and make adaptations to do these when on the apparatus	Transition Land Position Sequence Extension
Games		
Sitting / Volleyball# Badminton & Hockey Basketball Ball handling * Striking and fielding – Cricket *	To throw and catch with control To play on a team To move into a space to receive a pass To play fairly To communicate with team players so all know what is happening	Basketball: Send, Receive, Dodge Cricket: Fielders, Defend, Space Sitting / Volleyball: Target, Tactic, Direction
Athletics		
Challenges * Golf#	To experience running at different paces To jump for distance To experience a 3 part athletic event To experience running in teams To run over barriers	Swing Turn / Rotate
Outdoor and Adventurous Activities		
Co-operation, communication and consideration*	To follow a simple map in a familiar surrounding To listen carefully and work with others To follow simple instructions	Challenge Teamwork Communication
Knowledge and understanding of health, fitness and the body		
To explain the impact exercise can have on our body To begin to identify that different sports need different preparations To begin to name different muscles within the body		Muscles Strength



A Year 3 sports person should be able to

Dance:

- Improvise freely and translate ideas from a stimulus into a movement
- Share and create phrases with a partner and small group
- Repeat, remember and perform phrases

Gymnastics:

- Adapt sequences to suit different types of apparatus and criteria
- Explain how strength and suppleness affect performance
- Compare and contrast gymnastic sequences

Games:

- Throw and catch with control
- Be aware of space and use it to support team-mates and to cause problems for the opposition
- Know and use rules fairly

Athletics:

- Run at fast, medium and slow speeds; changing speed and direction
- Take part in a relay, remembering when to run and what to do

Outdoor and Adventurous:

- Follow a map in a familiar context
- Use clues to follow a route
- Follow a route safely



PSHE - Year 3		
Relationships	Health & Well-Being	Living in the Wider World
<p>How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments.</p> <p>What are families like? Families; family life; caring for each other.</p>	<p>What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products.</p> <p>Why should we eat well and look after our teeth? Being healthy: eating well, dental care.</p> <p>Why should we keep active and sleep well? Being healthy: keeping active, taking rest.</p>	<p>What makes a community? Community; belonging to groups; similarities and differences; respect for others.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. Recognising that the same principles apply online as offline.</p>	<p>Risks and hazards; safety in the local environment and unfamiliar places, strategies for staying safe online and where to go for help. Health choices and habits; what affects feelings; expressing feelings.</p>	<p>The value of rules and laws; rights, freedoms and responsibilities. Different jobs and skills; job stereotypes; setting personal goals.</p>
Key Vocabulary		
<p>Personal Boundaries Respectful Behaviour Self-Respect Courtesy Polite Support Excluded Family Structure</p>	<p>Hazards Nutrition Choices Habit Mood Routines Advice Active (Correct Terminology, Body Parts)</p>	<p>Diverse Community Wider Community Clubs Outsider Valued</p>



RE - Year 3						
Big Question	How do Christians put their beliefs into practice?	How do followers of different faiths give thanks	What is a pilgrimage and why do people do them?	Why is prayer important to Muslims and not for some people?	What do people believe about the creation of the world?	Who are the 'Saints of God' and why are they important?
Key Learning	Key beliefs and practices	Important religious festivals.	Demonstrations of faith	Demonstrations of faith Humanism link	Religious stories and symbols Hinduism – Creation stories Humanism link	Important people in religions
Key Vocabulary	Fairness Charity Equality Sermon on the mount (Beattitudes)	Gratitude Thanksgiving prayers Shabbat nisim b'chol yom	Pilgrimage Lent Sacrifice Mecca Lourdes Ganges	Prayer Allah Islam Mosque Muslim Prophet Quran	Brahma Genesis Trimurti Hadith	Disciple Patron Saints Saint George Saint Patrick Saint Andrew Saint David

