



Year 3

** Online Safety threads through every topic*

Science & Foundation Curriculum

Topic	Prehistoric People	Prey & Predators	Vikings	Frozen Planet	Mighty Monarchs	Towns and Cities
Local Links →	Highfields Road – Evidence of Iron Age enclosures and roundhouse Pre-historic pottery	Raptor Foundation – St Ives	East Anglia: starting point for Viking invasions pre-establishing themselves in York	Caldecote Park Scott Polar Institute	Bluebells – Hardwick Woods	Caldecote street names, WW families & local settlements City of Cambridge study
Science	Rocks (types of rocks & their properties)	Animals including humans (skeletons & foodchains)	Forces and magnets	Forces and magnets	Plants	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*	Computing systems and networks – connecting computers	Creating media	Programming - sound	Databases	Desktop publishing	Programming – events and actions
D&T	Materials: Cut and shape		Food: oven cooking	Textiles: join, stitch, decorate	Mechanisms & computing Product design	Wooden Construction
Geography		Our world: map work		Arctic and Antarctic circles Mountains		Features of villages, towns and cities
History	Stone, Bronze & Iron Age		Anglo Saxons & Vikings		Changing power of monarchs: Elizabeth I	
Music	Creating compositions in response to animation	Ballads	Pentatonic melodies and composition	Developing singing technique	Instrumental unit: South Africa	Instrumental unit: Caribbean
PE	Games: ball handling Gymnastics : Patterns & Pathways	Games: Basketball Dance: Machines	Games: Hockey Gymnastics: Hand apparatus	OAA: Co-operation, communication & consideration Dance: Solar Systems	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:
<ul style="list-style-type: none">- Celebrate the diverse culture represented within 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- Have the chance to meet someone from their community- Perform in front of their class at least once every year- Tell their class about their 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:
<ul style="list-style-type: none">- Write a letter to themselves about their hopes for the next four years- Eat something they’ve not tried before- Learn a new game- Make a den- 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 readers should			
	Autumn	Spring	Summer
Applying phonics	<p>Know that phonics is on strategy to help read unfamiliar words and when they will work or not</p> <p>Know what a root word is and how it can help read unfamiliar words</p> <p>Use roots words to help read and understand meaning of unfamiliar words</p> <p>Know what prefixes and suffixes are and how they can change the meaning of a word</p> <p>Understand how prefixes and suffixes can help read and understand unfamiliar words</p>	<p>Apply knowledge of roots words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</p> <p>Know that some words may have a similar pronunciation but may be written differently</p> <p>Know that some of these are unusual</p> <p>Use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words</p> <p>Know that unfamiliar words can be read by using knowledge of similar words (analogy)</p>	<p>Use analogy, drawing on the pronunciation of similar known words to read others</p>
Reading for pleasure	<p>Know that there are different types of narrative stories</p> <p>Understand that a sequence of events in a narrative is called the plot</p> <p>Identify the plot in a narrative</p> <p>Use a dictionary to check or find the meaning of new words</p> <p>Know that there are different kinds of non-fiction books and they are structured in different ways</p> <p>Know how to use a non-fiction book to find identified information</p> <p>Identify any words that are unfamiliar</p>	<p>Understand that narratives can have differently structured plots and talk about these in different genres</p> <p>Know that writers choose words and language to create an effect on the reader</p> <p>Fine effective words and language in reading that writers have used to create effects</p> <p>Discuss a range of narrative stories and their similarities and differences</p> <p>Choose books for a specific purpose</p> <p>Discuss the meaning of unfamiliar words identified</p>	<p>Recognise the literary language typical of narrative genres</p> <p>Recognise words and language that show the setting of a book: historical, cultural or social</p> <p>Explain why a writer makes choices about words and language used</p> <p>Discuss meaning of specific or unusual words used by authors to create effects</p> <p>Explain why a writer has chosen specific words and language</p> <p>Use words and language from reading in own writing</p> <p>Make connections between books written by the same author</p> <p>Re-tell some stories written by the same author by heart</p>
Reading for pleasure - Poetry	<p>Know that there are different forms of poetry</p> <p>Recognise and name different types of poems</p> <p>Know that words and language in poems create effects</p>	<p>Discuss the meaning of words and language in poems</p> <p>Understanding that there can be more than one interpretation of a poem</p> <p>Understanding that the meaning of poems can be enhanced through performance</p> <p>Watch performances of poems</p>	<p>Discuss how the meaning is enhanced through performance</p> <p>Identify that intonation, tone, volume and action can be used to enhance meaning</p> <p>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>
Reading accurately with fluency & understanding	<p>Check understanding in texts read; ask questions</p> <p>Know that there will be unfamiliar words in texts</p> <p>Know that texts have a main idea; identify it</p> <p>Know that the organisation and layout of a book helps with understanding</p> <p>Know how to find key words or information in a non-fiction text</p>	<p>Ask questions to deepen understanding of texts</p> <p>Use the context of unfamiliar words to explain meaning</p> <p>Give a personal response to a text; use evidence</p> <p>Use clues from text to predict what might happen next</p> <p>Know that the main idea may have a message for the reader and this is called the theme</p> <p>Recognise that books may have similar themes</p> <p>Understand that the organisation and layout may be different according to the purpose of the book</p> <p>Record key words or information found in a non-fiction text</p>	<p>Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries</p> <p>Explain personal response</p> <p>Adapt personal response in light of others' responses</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives</p> <p>Infer characters' thoughts, feeling and motives from actions</p> <p>Give reasons for predicting what might happen next</p> <p>Identify the organisation and layout in books and how it helps with understanding</p>



When planning writing always refer to:

Writing Document Number	What it is	Details
1	Genres – whole school map	An overview of what genres are taught in each year group
2	Sentence progression skills	What type of sentences are taught in each year group
3	Composition, transcription, spelling & handwriting overview	Outline of what is taught year by year
4	Grammar & punctuation overview	Outline of grammar and punctuation taught in each year group
5	Genre progression documents	Outlines of key features taught in all genres: 5a: Discussion writing (Years 5 & 6 only) 5b: Explanations 5c: Instructions 5d: Narrative 5e: Non-chronological reports 5f: Playscripts (key stage 2 only) 5g: Persuasion 5h: Poetry performance and writing 5i: Recounts



The writing process must always include the following components

INTRODUCTION

Always plan time to:

- Explore different types of texts by looking at real life examples
- Identify the purpose of the genre
- Identify the key features and structure so pupils understand each genre
- Agree the audience and why you are writing it for them

MODELLING

This component must be well planned as the teacher must be the **‘expert’**. This step must include:

- **Direct instruction:**
 - from the sentence progression ladder for your year group
 - main features of the genre
 - vocabulary that is specifically chosen for the genre
 - grammar, punctuation and spelling (linked to what has been taught in your short sessions)
 - drafting (including oral rehearsal) and editing

This is a crucial part of the modelling process that must not be left to the end

TIME TO WRITE & EDIT

Pupils need adequate time to write for all stages of the writing process. During this time pupils should:

- practice specific elements that have been modelled
- have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing
- edit their work

pupils will need guidance from teachers for this element



PRESENTATION

All writing should be presented to a high standard in all books, written for a purpose and celebrated.

Annually, pupils should have the opportunity to present their writing creatively through art & DT.



WRITING DOCUMENT 1: GENRES – WHOLE SCHOOL MAP

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Story writing based on traditional tales	Fantasy writing linked to another culture	Historical narrative	Fables	Myths	Legends	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture
	Story writing based on traditional tales with repeating patterns	Fiction within a familiar setting	Adventure writing linked to another culture	Fantasy writing linked to history including humour	Historical narrative including mystery	Narrative linked to another culture	
				Playscript including a dilemma	Playscript linked to another culture	Film script	Film/TV script linked to sci-fi
Non-fiction	Recount of a shared, recent event	Recount of shared event in a letter	Recount – diary writing	Recount – autobiography	Recount – newspaper report	Recount – autobiography or biography	Recount autobiography or biography or in role of character
			Persuasion in adverts		Persuasion in letters		Persuasion in a formal letter
	Instructions linked to science	Instructions linked to history		Instructions linked to science		Instructions linked to Art &	



						DT or computing	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-chronological report: labels or sentences about drawings, models etc.	Non-chronological report linked to geography	Non-chronological report linked to history			Non-chronological report linked to science that compares and contrasts	Report writing
			Explanation linked to science	Explanation linked to another culture	Explanation		Explanation
						Discussion writing linked to PSHCE	Discussion writing
Poetry	Poems based on nursery rhymes with rhyming words	Poems based on traditional rhymes with rhyming couplets	Riddles and calligrams	Poems as couplets, Kennings and Cinquains	Poems with figurative language	Narrative poems in a classic styles linked to history	Poems such as Haikus and limericks and with figurative language



WRITING DOCUMENT 2: SENTENCE PROGRESSION SKILLS

Autumn		Sentence Progression skills		Summer
	Autumn Term	Summer Term		
YR	<p>Know what a sentence and clause is and that a sentence can be a single clause</p> <p>The dog barked.</p>	<p>Capital letters and full stops</p> <p>Subject & verbs identified in a clause/sentence (In EYFS – Y2 explain that a verb is an action word)</p> <p>The bird ate the worm.</p>		
Y1	<p>Write subject & verb clause</p> <p>The dog waited.</p> <p>Simple sentence</p> <p>The dog waited for his food.</p>	<p>Add adjective to a clause/sentence</p> <p>The hungry bird ate the worm.</p> <p>Question mark</p> <p>Phrase</p> <p>The tiny mouse, was reading, very tall, only occasionally</p>		
Y2	<p>Subject verb clause/sentence</p> <p>The dog waited for his food.</p> <p>Noun phrase (emphasise that it does NOT contain a verb)</p> <p>A bank account, the hair brush, the dog.</p> <p>Verbs 'To be' and 'To have' and all forms and tenses</p>	<p>Exclamation marks (be explicit that exclamation sentences start with 'how' and 'what')</p> <p><u>What</u> big teeth you have! <u>How</u> beautiful you look!</p> <p>Adverbs</p> <p>The hungry bird ate the worm quickly.</p> <p>Compound sentences</p> <p>The bird ate the worm and the mouse ran away.</p>		
Y3	<p>Subject, verb <u>object</u></p> <p>The man ate a <u>cream cake</u></p> <p>Main clause</p> <p>The dog barked at the cat.</p> <p>Compound sentences</p> <p>The bird ate the worm and the mouse ran away.</p>	<p>Adverbial phrases</p> <p>In the morning, due to the train strike,</p> <p>Paragraphs *see below</p>		
Y4	<p>Subordinate clause (dependent clause)</p> <p>I played out <u>until it went dark</u></p>	<p>Complex sentences</p> <p>I took my dog to the vet <u>because he was feeling sick</u>.</p>		



	Paragraphs *see below	
Y5	Relative clause The dog, <u>who had three legs</u> , was looking old and shabby. Modal verbs Can, could, will, would, shall, ought, should.	Adverbs for degrees of possibility Certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably.
Y6	Passive Voice: The meal was being eaten by the whole family. Active: The whole family ate the meal.	**Subjunctive form: <u>If I were</u> a millionaire, I'd buy a mansion.

Brief glossary – for more detailed definitions follow link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a LINKED subject and a verb that have a relationship
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - <i>Thomas enjoyed the film.</i>
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb:	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a poem .
Determiner	A modifying word that introduces a noun: one dog, my dog
Article	A sub-set of determiners: a, an, the



Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction
Co-ordination conjunction	Link parts of a sentence together e.g. and, but, or
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – Therefore, Because, Although - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns ' that ', ' which ', ' who ', ' whose ', ' where ' and ' when '.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: can/could, may/might, shall/should
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions <i>Top teaching tip on https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/</i>



WRITING DOCUMENT 3: COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription Taught daily using Sentence Progression ladder	Spelling	Handwriting
YR	Compose a sentence orally individually or as a group before they write it Say aloud what they are going to write about Write simple phrases and sentences that can be read by themselves and others	Write recognisable letters, most correctly formed Spell words by identifying sounds in them and represent the sounds with letters	Little Wandle	Little Wandle
Y1	Say aloud what they are going to write about Jot down key words and new vocabulary Compose a sentence orally before writing it Sequence sentences to form short pieces of writing Re-read what they have written to check it makes sense Discuss what they have written with others	All letters correctly formed Write simple sentences that are correctly punctuated Identify and correct errors Use question marks accurately in sentences	Little Wandle	Little Wandle
Y2	Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary Write a sequence of sentences for a type of genre Re-read to check writing makes sense and that verbs tenses are accurate Read aloud using intonation so that the meaning is clear	All letters, including capitals, ascenders, descenders, correctly formed Start to join letters Write compound sentences Use exclamation marks accurately in sentences Proof-read to check for errors in spelling, grammar and punctuation	Essential Spelling Y2	Teach Handwriting Y2



Y3	<p>When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar</p> <p>Check for tense consistency</p> <p>Accurate use of pronouns</p> <p>Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard</p>	<p>Cursive handwriting is joined</p> <p>Paragraphs – how to set them out and sentences are around one theme</p> <p>Using commas and inverted commas</p> <p>Proofread for spelling and punctuation errors</p>	Essential Spelling Y3	Teach Handwriting Y3
Y4	<p>Plan writing to fit the genre</p> <p>Assess effectiveness of own and others' writing; suggest improvements</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Adjust how they read their writing according to the situation (eg to younger pupils, to a large audience)</p>	<p>Cursive handwriting is joined</p> <p>Write complex sentences</p> <p>Accurately spell a range of conjunctions that can be used for compound sentences</p> <p>Punctuate dialogue accurately</p>	Essential Spelling Y4	Teach Handwriting Y4
Y5	<p>Adjust writing to suit the audience</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Precis longer passages</p>	<p>Cursive handwriting is joined</p> <p>Check grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p>	Essential Spelling Y5	Teach Handwriting Y5



	Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Proof-read for spelling and punctuation errors		
Y6	Note and develop initial ideas, drawing on reading and research, where necessary Identify the audience and purpose of the writing and select the appropriate form Use a range of devices to build cohesion within and between paragraphs Use further organisational and presentational devices to structure text and to guide the reader (eg bullets, different writing styles) Assess effectiveness of their own and others' writing Suggest changes to enhance effects and clarify meaning Consider devices authors have used in different writing genres Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Cursive handwriting is joined Check all grammar and punctuation is accurate Ensure the consistent and correct use of tense throughout writing Ensure correct subject and verb agreement when using singular and plural Proof-read for spelling and punctuation errors	Essential Spelling Y6	Teach Handwriting Y6



WRITING DOCUMENT 4: GRAMMAR & PUNCTUATION OVERVIEW

Reception	
Grammar	Punctuation
Sentence Clause	Capital letter Full stop Finger spaces Letter Capital letter for personal pronoun I

Year 1	
Grammar	Punctuation
Simple sentence Subject Verb Subject & verb clause Phrase Adjective Simile Noun Proper Noun	Question mark

Year 2	
Grammar	Punctuation
Subject & verb sentence Noun phrase Verbs 'to be' and 'to have' and all forms and tenses Compound sentences Adverbs Alliteration Suffixes	Exclamation mark Apostrophes to mark where letters are missing Commas to separate items in a list



Tense: past and present

Year 3		Year 4	
Grammar	Punctuation	Grammar	Punctuation
Object Subject Main clause Compound sentences Adverbial phrases Paragraphs Conjunctions Prepositions Article: a, an, the Pronoun Prefix Metaphor	Inverted commas for direct speech Commas Apostrophe to mark singular possession	Subordinate clause Paragraphs Complex sentences Plural and possessive 's' Determiner Possessive pronoun Collective nouns Antonyms & Synonyms Onomatopoeia	Inverted commas and other punctuation e.g. comma End punctuation within inverted commas Apostrophe to mark plural possession Commas after adverbial phrases at start of sentence



Year 5

Grammar	Punctuation
Relative clause Modal verb Adverbs for degrees of possibility Co-ordinating conjunction Past tense, past progressive, past perfect Reported speech Personification	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or ambiguity

Year 6

Grammar	Punctuation
Passive voice Active voice Subjunctive form Formal & informal speech	Ellipsis Hyphen Colon Semi-colon Bullet points



Writing genres

5a: Discussion writing (Years 5 & 6 only)

5b: Explanations

5c: Instructions

5d: Narrative

5e: Non-chronological reports

5f: Playscripts (key stage 2 only)

5g: Persuasion

5h: Poetry performance and writing

5i: Recounts



5b: EXPLANATION WRITING – YEAR 3

Purpose		Type in Year 3
Use notes to explain a process formally Use notes from presentation to write an expanded explanation		Explanation linked to another culture
Features which should be included	<ul style="list-style-type: none">- Use paragraphs to group related information- Use suffixes and prefixes to develop meaning- Inverted commas for direct speech	
Composition	<ul style="list-style-type: none">- Use compound sentences	
Grammar & Punctuation	<ul style="list-style-type: none">- Compound sentences- Commas to separate clauses- Apostrophes to mark singular possession- Prepositions	



5c: INSTRUCTIONS WRITING – YEAR 3

Purpose		Type in Year 3
Read and following complex instructions Identify organisation features which make instructions easier to follow: numbers, bullets, diagrams etc Write clear instructions and test them out		Instructions linked to science
Features which should be included	<ul style="list-style-type: none">- Informative title- Introductory paragraph to expand on title- Range of time connectives to sequence instructions	
Composition	<ul style="list-style-type: none">- Instructions organised into blocks of writing depending on purpose- Use prepositions and conjunctions accurately	
Grammar & Punctuation	<ul style="list-style-type: none">- Compound sentences- Inverted commas for direct speech- Commas to separate clauses	



5d: NARRATIVE WRITING – YEAR 3

Purpose		Type in Year 3
Stories to include a dilemma or conflict and a resolution Paragraphs to signal beginning, middle and end Use either 1 st or 3 rd person consistently One piece of dialogue between 2 characters Power of 3 for effect: eg 'He leaped from his horse, charged at the gate and raised his sword.'		Fables Fantasy story linked to history including humour
Features which should be included	<ul style="list-style-type: none">- Paragraphs (between 3 – 5)- Includes direct speech between 2 characters- Similes and metaphors- Range of adverbs- Vocabulary that matches the type of story	
Composition	<ul style="list-style-type: none">- Use compound sentences- Adverbial phrases- Prepositional phrases to add detail	
Grammar & Punctuation	<ul style="list-style-type: none">- Compound sentences- Commas to separate clauses- Apostrophes to mark singular possession- Prepositions- Metaphors	



5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 3

Purpose		Type in Year 3
Use subject specific vocabulary, sometimes technical Use language of comparison and contrast		
Features which should be included	<ul style="list-style-type: none">- Informative title- Introductory paragraph to expand on title- Vocabulary matches the subject- Subject is compared to others	
Composition	<ul style="list-style-type: none">- Report organised into paragraphs (between 3 – 5)- Use prepositions and conjunctions accurately	
Grammar & Punctuation	<ul style="list-style-type: none">- Compound sentences- Commas to separate clauses and items in list	



5F: PERSUASION WRITING – YEAR 3

Purpose		Type in Year 3
Present a persuasive point of view in writing Link points and select style and vocabulary appropriate for reader		
Features which should be included	<ul style="list-style-type: none">- Use paragraphs to group related information- Use suffixes and prefixes to develop meaning- Inverted commas for direct speech to add emphasis to persuade	
Composition	<ul style="list-style-type: none">- Use compound sentences	
Grammar & Punctuation	<ul style="list-style-type: none">- Compound sentences- Commas to separate clauses- Apostrophes to mark singular possession- Prepositions	

5g: PLAYSRIPT WRITING – YEAR 3

Features	Type in Year 3
Short introduction outlining characters (maximum 4), time and location One scene where something happens and it gets resolved Simple playscript layout: character with colon – speech Accurate use of question and exclamation marks Each line gives information and moves the story on	Playscript including a dilemma



5h: POETRY PERFORMANCE & WRITING – YEAR 3

Features	Type in Year 6
Write own couplets using metaphors and adverbial phrases Read and comment on Kennings and Cinquains: talk about types of words, alliteration, rhythm and rhyme, similes Perform poems using actions, voices, sound effects and musical instruments Write own versions of poems based on those studied	Poems as couplets, Kennings and Cinquains

5i: RECOUNT WRITING – YEAR 3

Purpose	Type in Year 3
Retell events about the writer or someone else Recount to include personal feelings, viewpoints Write in chronological order using adventurous time connectives	Write an autobiography
Features which should be included	<ul style="list-style-type: none">- Introduction clearly sets out what text is about- Final paragraph includes personal viewpoint or feelings- Includes direct speech
Composition	<ul style="list-style-type: none">- Recount organised into paragraphs (between 3 – 5)- Use pronouns accurately throughout the recount
Grammar & Punctuation	<ul style="list-style-type: none">- Compound sentences- Inverted commas for direct speech- Commas to separate clauses- Apostrophes to mark singular possession



Maths - Year 3

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>Calculation</p> <p>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

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

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

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

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

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.



Year 3

Our science teaching is structured around:

- ✓ **At the start of a unit:** Pre-assessment activities
- ✓ **Every lesson:** Retrieval practice

- ✓ **During the unit:** A rich task

- ✓ **At the end of each unit:** A big question

Area of science		Big Question	Big idea	Key Vocabulary		Enquiry type
Biology	Plants	Do all plants need exactly the same things?	Plants have different structures that serve different functions in growth, survival and reproduction	Seed dispersal Species Pollination Seed formation Photosynthesis Pollen Germination		Observation over time: What happens to celery/white carnations when it is left in a glass of coloured water? Annual cycle of plants Research using secondary sources: Research how parts of the plant help it function Identifying, grouping and classifying: Types of seeds, parts of a plant (not reproduction) Comparative test: Compare different types of mature plants in different conditions. Link their findings to the impact of climate change. UK plants flowering a month earlier due to climate change University of Cambridge Pattern seeking: Seed shapes linked to seed dispersal
	Animals incl humans	Do all animals depend on plants for their survival?	All living things need food as their source of energy as well as air, water and certain temperature conditions	Producer Consumer Prey Predator Movement Joints	Endoskeleton Exoskeleton	Research using secondary sources: Research a predator and how climate change can affect food chains Look at food packaging to identify the amount of nutrients in different food items Identifying, grouping and classifying: Grouping animals into herbivore, carnivore, omnivore Classify prey, predator, consumer and producer Pattern seeking: Pupils to generate questions for investigation e.g. Do healthy drinks have less sugar? Do people with longer legs run faster?
Chemist	Rocks	Why are there different rocks?	There are many different kinds of rock with different compositions and properties	Igneous Density Sedimentary Minerals	Metamorphic Permeability Durability	Identifying, grouping and classifying: Use ID key to name each of the rocks in a collection Comparative test: Test hardness, durability and permeability Researching using secondary sources: What are the 3 types of rock? What is a geologist and what do they do?
Physics	Light	What is the dark?	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 Absence of light Transparent Translucent Opaque		Observation over time: Observing the shadow of an item throughout the day Identifying, grouping and classifying: Classify materials (transparent, translucent or opaque) Classify sources of light (man-made and natural) Fair tests: How does the number the layers of transparent plastic affect how much light can pass through? (Use a light meter) Pattern Seeking: UV radiation in different spots using UV beads e.g. direct sunlight, glass, sun cream, single lay of dark clothing, a single layer of white clothing, brimmed hat https://urbanscience.eu/uk/learning-modules/in-the-shade/



	Forces and magnets	What can magnets do? How do forces affect how things move?	Changing the movement of an object requires a net force to be acting on it Objects can affect other objects at a distance	Attract Repel Poles Magnetic Newton	Force (direct and indirect) Gravity Friction	Comparative testing: Test how objects move on different surfaces Pattern seeking: Does the size and shape of a magnet affect how strong it is? Identifying, grouping and classifying: Which materials are magnetic? Secondary sources: How does a compass work?
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Area of science		Year 3 Scientists should be able to	
Biology	Plants	<input type="checkbox"/> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. <input type="checkbox"/> 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. <input type="checkbox"/> Investigate the way in which water is transported within plants. <input type="checkbox"/> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	<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"/> Set up comparative tests and fair tests <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
	Animals including humans	<input type="checkbox"/> 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. <input type="checkbox"/> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
Chemistry	Rocks	<input type="checkbox"/> Name and classify types of rocks based on its physical properties and appearance <input type="checkbox"/> Devise tests to explore properties of rocks and use data to rank the rocks <input type="checkbox"/> Describe the rock cycle	
Physics	Light	<input type="checkbox"/> Recognise that they need light in order to see things and that dark is the absence of light. <input type="checkbox"/> Notice that light is reflected from surfaces. <input type="checkbox"/> Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. <input type="checkbox"/> Recognise that shadows are formed when the light from a light source is blocked by an opaque object. <input type="checkbox"/> Find patterns in the way that the size of shadows change.	



Forces and magnets

- ☐ 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.
- ☐ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- ☐ Describe magnets as having two poles.
- ☐ Predict whether two magnets will attract or repel each other, depending on which poles are facing.

- ☐ Recognise **why it is important to collect data** in order to answer a question
- ☐ Draw simple **conclusions** from the data collected
- ☐ With prompts, **report findings** from investigations in a range of ways
- ☐ **Evaluate** process using straightforward scientific evidence to support findings



Art & Design Year 3

Generate Ideas:

- Continue to develop their use of their own sketchbook to record their responses to the world and to plan and develop their own ideas
- Develop a sense of ownership of how the sketchbook is used so it starts to become an individual record showing exploration of drawing, colour, design and has notes and ideas
- Look at **Artists & Designers** such as Neolithic art, Viking artefacts, Katsushika Hokusai, Mexican art, iconic city skylines including King's College Cambridge, the River Cam and The Backs

Making

Key Vocab

Drawing	Use line and colour thinking about the direction of shading Use different media to create shadows, light and dark as well as hatching & cross-hatching Draw on different scales and perspectives Develop understanding of perspective drawing including vanishing points and 2 perspective drawing techniques Observational drawing of 2D & 3D shapes More accurate drawings of people or animals, particularly faces in detail Use sketching to make quick records of something observed	Cross-hatch Tints and tones Back/foreground Abstract Realistic 2D & 3D Perspective Proportion Malleable
Painting & Collage	Extend exploring colour mixing and using different brushes for different purposes Explore painting on different surfaces Use white and black to create tints/tones and other hues of the primary and secondary colours Experiment with a range of techniques and materials to create mood, feeling, movement and add areas of interest	
Textiles & Sculpture	Change the surface of a malleable material to build an object considering size and perspective Know how to make secure joins when using a malleable material Shape, form, model and construct from observation and/or imagination Understand about different adhesives	
Digital	Use simple filters to manipulate and create images Combine digital images with manually produced images	

Evaluate: Pupils should be given the opportunity to:

- Share with others why a work was made a particular way and how it was made
- Make suggestions about others' work, using things they have seen or experienced themselves
- Discuss problems they encountered and how they were solved



Year 3 Artists and Designers should be able to

- Use sketches to produce a final piece of art
- Use different grades of pencil to shade and to show different tones and textures
- Draw 3D shapes and city skylines with increasing accuracy with attention to scale and perspective
- Draw faces of people or animals with increasing accuracy and detail showing expression
- Use different brushes and paint mixes to create a background or a group artwork
- Create an object from a malleable material which has secure joins
- Identify the techniques used by different artists and imitate these
- Recognise when art is from different cultures and different historical periods
- 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
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 consider when it is best to use technology and where it doesn't add value.</p>	<p>Network</p> <p>Hub</p> <p>Web page/ browser</p> <p>HTPPS</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>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 Agreement</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 digital literacy.</p> <p>To use the internet to collect and present information.</p> <p>To send an email and use attachments.</p>	<p>Data</p> <p>Interpret</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>Source</p> <p>Present</p>	<p>Use Excel to collect information, input, sort and create a bar chart and pictogram.</p> <p>Send and receive an email and attachments.</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 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

Algorithms and programming:

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

Information Technology

- Use a range of software for similar purposes
- Collect information
- Design and create content
- Present information
- Search for information on the web in different ways
- Manipulate and improve digital images

Digital Literacy

- Use technology respectfully and responsibly
- Know different ways they can get help if concerned
- Understand what computer networks do and how they provide multiple services
- Discern where it is best to use technology and where it adds little or no value

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

Designing:

- Use research to develop a design that is innovative, functional and fit for purpose
- Generates, develops and models ideas through discussion, annotated sketches, prototypes, cross-sectional, exploded diagrams and computer-aided designs

Making

Key Vocab

Materials	Cut materials accurately and safely using a wider range of different tools Measure and mark out to the accurately using different units of measurement Apply appropriate cutting and shaping techniques	Cross-section Annotate Prototype Electrical circuit Lever Joints: Butt, Mitre Hygienic Temperature
Textiles, Electricals & Electronics	Join textiles with appropriate stitching Combine different materials in different ways to make a new object Select the most appropriate techniques to decorate textiles Research using an electrical circuits in products that include lights, buzzers, etc.	
Construction & Mechanics	Use materials, such a wood, as a frame for a construction; use different tools and joining techniques to strengthen the structure and add stability Begin to use joints such as a Butt or Mitre joint to join materials Use knowledge of transference of force to construct a product using a lever mechanism Use a range of tools and equipment such as cutting and joining to allow movement	
Computing	Use IT to design and present a product design	
Food Technology	Understand the components of a healthy diet Measure and prepare ingredients accurately and hygienically using appropriate utensils Assemble and cook ingredients of a savoury dish controlling the temperature	
Technical Knowledge	Use knowledge of how to reinforce more complex structures using different joining techniques Understand how they can use different techniques (circuits, mechanical systems) in their designs	

Evaluating: Pupils should be given the opportunity to:

- Investigate and analyse a range of existing products
- Receive feedback on their designs and consider how this could help them make improvements
- Understand how key events and people in Design and Technology have helped shape the world



Year 3 Designers should be able to

- Prove that their design meets some pre-set criteria
- Follow a step-by-step plan, choosing the most appropriate equipment and materials
- Design a product and make sure that it works for the given purpose
- Select the most appropriate tools and techniques for a given task
- Make a product which uses mechanical components
- Work accurately to measure, make cuts, holes and join materials
- Describe how food ingredients come together and have knowledge of where all the ingredients originated



Year 3 - Geography

Year 3 Geographer should be able to

1. Know the name of a number of countries in the Northern Hemisphere
2. Locate the tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map
3. Know whether a country is located in the Southern or Northern Hemisphere
4. Know why people may be attracted to live in cities
5. Know the capital city of at least six European countries
6. Research to discover features of villages, towns and cities and appreciate the differences
7. Know why people may choose to live in one place rather than another
8. Know about, locate and name some of the world's most famous volcanoes
9. Know about and describe the key aspects of earthquakes
10. Know at least five differences between living in the UK and a Mediterranean country
11. Know how to plan a journey within the UK, using a road map
12. Know the difference between the British Isles, Great Britain and the United Kingdom

Geography unit	Local study linked to Roundhouses & road names In Caldecote	Geographical regions of the UK and a European city, including physical and human features	Weather, seasons and climate Climate Change	The UK	Map work	Features of towns, villages and cities
Skills Covered	6, 7	1, 2, 3, 4, 5, 10	6, 7, 8, 9	6, 7, 11, 12	1, 2, 3, 4, 5	4, 6, 7, 11
Activity Ideas/Context	Local study linked to Roundhouses & road names in Caldecote Types of settlements, land use	Locational knowledge Differences: UK & Mediterranean country	What Is climate change and what is its impact? How are volcanoes, earthquakes (and other natural disasters) linked to climate change?	Why would people choose to live in different areas of the UK? (identify key characteristics)	Tropics (locate on map) Countries in the Southern and Northern Hemisphere	Why do people live in cities? Features of villages, towns and cities
Vocabulary	Roundhouse Settlement Land use Road names Trade links Natural resources (water, food)	Europe United Kingdom	Global warming Greenhouse gases Weather Climate (change) Natural disasters (volcanoes, earthquakes)	Key topographical features (including, hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time	Climate zones Tropics Southern Hemisphere Northern Hemisphere	Recap – village, town, city Country



History Year 3			
History period	Stone, Age, Bronze Age and Iron Age	The Vikings in England	Elizabethan Britain 1558-1603
Termly topic	Prehistoric People	Vikings	Mighty Monarchs
Enquiry question	How did life change from the Stone to the Iron Age?	What were the Viking invasions all about?	How powerful is a monarch?
Key knowledge/coverage and significant figures	<ul style="list-style-type: none"> Know about weapons from the Stone, Bronze and Iron Age Describe daily life in the Stone Age Know how Stone Age people hunted for their food and what they ate Make some comparisons across the 3 prehistoric time periods Know how historic items and artefacts have been used to help build up a picture of life in the past Place the Stone, Bronze and Iron Age in chronological order 	<ul style="list-style-type: none"> Know who governed Britain before and after the Viking period Know that the Anglo-Saxons and Vikings were often in conflict Know why the Vikings often overpowered the Anglo-Saxons Identify where the Vikings came from and where they invaded our country Know that many Vikings came to our country as peaceful farmers Know about Viking weapons/tools and transport Alfred the Great 	<ul style="list-style-type: none"> Know when and why Elizabeth I became Queen of England Know Elizabeth I never married and discuss reasons for this Know key facts about Elizabeth I's life and place these in chronological order Discuss the influence Elizabeth I had on religion/politics Compare the monarchy and influence of Elizabeth I to Elizabeth II England's victory over the Spanish armada and Elizabeth's speech to the troops at Tilsbury
Thematic focus and links to other periods of history	Change <i>Link to Year 1 and 2 knowledge of change over time</i>	Conflict <i>Link to Year 1 knowledge of conflict</i>	Culture <i>Link to Year 2 knowledge of monarchy</i>
Key vocabulary	Palaeolithic, Mesolithic, Neolithic, Pre-history, BC/BCE and AD, excavate, archaeology, artefact, flint, evidence, chronology	Conquest, raids, change, cause, consequence, longboat, pillage, invaders, settlers	Monarch, reign, protestant, catholic, armada, source



A Year 3 Historian Should...

- Use a diverse range of sources to find out about the past
- Look at differing accounts of a historical event and suggest reasons why sources may differ
- Place historical periods on a timeline and note important events
- Make comparisons between the historical periods studied and our time
- Discuss reasons for and results of people's actions
- Communicate their knowledge through a variety of mediums, such as discussion, pictures, drama, extended written pieces and presentations.



A Year 3 international speaker can:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ 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 ▪ choose the right word to complete a phrase or a short sentence | <ul style="list-style-type: none"> ▪ use set phrases ▪ 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 |
|---|---|

Year 3

Listening	Speaking	Reading	Writing	Intercultural understanding
Understand a few familiar spoken words and phrases eg: • 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: • what the weather is like • naming classroom objects	Recognise and reason out a few familiar words or phrases eg: • from stories and rhymes • labels on familiar objects • the date Use visual clues to help with reading phrases.	Write or copy simple words and/or symbols correctly eg: • personal info e.g. 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

Themes

Greetings; name - asking and answering; numbers 1 -10; age - asking and answering	Numbers 1 -20; where I live - asking and answering; Christmas	Pets – asking and answering; numbers 1-50	Colours; numbers 1 – 100	Brothers and sisters - asking and answering; foods	Drinks; days of the week Event – learn a song to perform
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Key vocabulary

hola buenos días buenas tardes hasta luego ¿Cómo te llamas? Me llamo... Se llama... ¿Cómo estás?	¿Dónde vives? Vivo en ... ciudad condado contad al reves Inglaterra	¿Tienes una mascota? un gato un perro un elefante un pez un pájaro un conejo un caballo	rojo naranja amarillo blanco negro lila rosa marron gris	Tengo ... hermana(s) hermano(s) hijo (-a) uncio vocabulary for food	lunes martes miércoles jueves viernes sábado domingo vocabulary for drinks
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Music - Year 3				
Featured Composers: Monteverdi (1567-1643) & Saint Saens (1835 – 1921)				
	Performing	Improvising and Composing	Listening and reviewing	History of Music
Skills – What?	Sing rounds (canons) and partner songs, maintaining own part with some support Sing with a developing understanding of expression and dynamics Read and play 3 notes on an instrument – glockenspiel – with care and a degree of accuracy	Represent sounds on a graphic score with symbols for a group performance Combine sounds to create a soundscape using tuned and un-tuned percussion Staff notation, recognise notes on the stave and note values of quaver, crotchet and minim Begin to take part in improvisation sessions	Describe and give opinions of the music heard with some use of musical vocabulary Discuss the emotional impact of a piece Share ways to improve the compositions of others	Identify and name instruments used in the past
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	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	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	Listen and respond to ‘La Mousisque’ 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’	Identify Renaissance instruments and compare with those used today Identify Viking instruments and compare with Renaissance and those used today



Key Vocabulary	Duet	Notes	Texture	Renaissance
	Dynamics	Stave, Minim, Crotchet, Quaver	Timbre	Viking
	Forte - loud	Rest	Atmosphere	Instruments types and names
	Piano - quiet	Texture	Faster/slower	
		Timbre	Higher/lower	
		Duration – long/short sounds	Louder/quieter	

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



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
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 know how to adapt a routine when performing on the floor and apparatus	Transition Sequence Extension Position Land
Games		
Sitting / Volleyball# Badminton Hockey Basketball and Netball Ball handling * Striking and fielding – Cricket *	To throw and catch with control and across different distances To play on and as part of a team To move into a space to send and receive a pass To play fairly and show an awareness of others To communicate with team players so all know what is happening To participate in different games and sports	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 To recognise a range of athletics sports and equipment	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		Muscles Strength



To begin to name different muscles within the body

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



Year 3 - PSHE		
Relationships	Health & Well-Being	Living in the Wider World
How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with arguments. What are families like? Families; family life; caring for each other.	What keeps us safe? Keeping safe; at home and school; our bodies; hygiene; medicines and household products. Why should we eat well and look after our teeth? Being healthy: eating well, dental care. Why should we keep active and sleep well? Being healthy: keeping active, taking rest.	What makes a community? Community; belonging to groups; similarities and differences; respect for others.
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		
Key Vocabulary		
Personal Boundaries Respectful Behaviour Self-Respect Courtesy Polite Support Excluded Family Structure	Hazards Nutrition Choices Habit Mood Routines Advice Active (Correct Terminology, Body Parts)	Diverse Community Wider Community Clubs Outsider Valued
Year 3 children should be able to		
<ul style="list-style-type: none"> ➤ Explain what makes a family and the main features of family life ➤ Understand personal boundaries and how to safely respond to others; understand the impact of hurtful behaviour ➤ Recognise respectful behaviour and the importance of self-respect, courtesy and being polite ➤ Understand that the same principles apply online as offline and how to stay safe online and how to get help ➤ Identify risks and hazards in the local environment and unfamiliar place and how to get help if needed ➤ How to make healthy choices and develop healthy habits ➤ Explain the value of rules and laws and rights, freedoms and responsibilities ➤ Explain the skills needed for different jobs and job stereotypes and use this information to set personal goals 		



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

