WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 3

HISTORY

- Know the chronology of British local & world history.
- Recognise connections, contrasts and trends over time.
- Understand knowledge of the past is constructed from a range of sources.
- Address & devise historically valid questions about change, cause, similarity and difference.
- Understand both the long arc of development and the complexity of specific aspects of history.

GEOGRAPHY

- Name and locate the world's countries, using maps to focus on Europe (inc. location of Russia) & North/South America.
- Concentrate on environmental regions/physical and human characteristics & major cities.
- Compare & contrast human/physical geography of a region in UK/Europe & N/S America. Focus: types of settlement/land use/economic activity/trade links/distribution of natural resources inc. food, minerals & water
- Use 8 compass points & 6-figure grid ref.

ART & DESIGN

- Record lines with accuracy from observation.
- Record differences in texture and tone using different hardiness of pencils.
- Review and refine a piece of art.
- Mix and blend colours to create moods.
- Create different textures with paint.
- Use graphics package to create images/effects.
- Understand size & proportion/light & shade when sketching faces.
- Experiment with collage.
- Use printing techniques to create an image.
- Give my opinion on a piece of art.

D AND T

- Prove my design meets some set criteria.
- Follow a step by step plan, choosing the right equipment and materials.
- To evaluate my product against a brief.
- Design a product so that it looks attractive.
- Choose a textile for its suitability and its appearance and use a range of stitches for finishing.
- Select the most appropriate tools for a task.
- Work accurately to measure, make cuts and make holes.
- Use pneumatics to make a moving toy.
- Understand and use mechanical structures.

MFL (FRENCH)

- Know French greetings and how to introduce themselves.
- Respond to simple questions e.g. how old are you?
- Know colours & numbers up to 31.
- Write the date.
- Sing traditional songs e.g. Happy Birthday
- Know a range of adjectives to describe people and animals.
- Recognise names of food.
- Know numbers up to 31.
- Express likes and dislikes.
- Names of the body parts – using correct masculine/feminine.
- Describe the weather.
- Say the French alphabet.
- Write description of family.

CORE SKILLS

Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

READING

- Read a range of fiction, poetry, plays & non-fiction texts. Discuss the texts that have been read.
- Read aloud and independently, taking turns and listening to others.
- Explain how non-fiction books are structured in different ways and used effectively.
- Use a dictionary to check the meaning of words
- Describe some different types of fiction.
- Ask relevant questions to get better understanding of a text.
- Predict and draw inferences on what might happen based on the details I have read.

WRITING

- Use conjunctions (when, so, before, after, while, because).
- Use adverbs and prepositions, (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correct use of verbs in 1st, 2nd & 3rd person.
- Use perfect form of verbs to mark relationships of time and cause.
- Use inverted commas to punctuate direct speech.
- Group ideas into basic paragraphs.
- Write under headings and sub-headings.
- Write with increasing legibility consistency and fluency.

MATHS

- Compare & order, read & write numbers to 1000.
- Count from 0 in multiples of 4, 8, 50 & 100.
- Recognise the value of each digit in 3 digit numbers.
- Count in tenths, find fractional values and add/subtract with a common denominator.
- Derive/recall facts for 3, 4 and 8 x tables.
- Add/subtract mentally 1 & 2 digit numbers and up to 3 digit using formal written methods,
- Write & calculate mathematical statements using the 2,3,4,5. 8 and 10 x tables.
- Identify right angles, compare other angles whether greater/smaller than a right angle.
- Tell time to the nearest minute using specific vocabulary (inc. seconds/am/pm)

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3

MEET THE FLINSTONES

- Changes from the Stone, Bronze & Iron Age.
- Know about Neolithic hunters/early farmers/Scara Brae.
- Religion/travel and inventions
- Hill forts, tribal kingdoms, art/farming in the Iron Age

EXTREME SURVIVAL

- Name & locate some of the hottest/oldest places on earth and explain their climates.
- Know what life is like for living things in places of extreme heat & cold.
- Understand how living things adapt and survive in these extreme conditions.

TOMB RAIDERS

- Know about Ancient Egyptians and their achievement.
- Understand context of early civilisation, gods and beliefs, art, culture etc.
- Awareness of pharaohs – Tutankhamun.
- Geography – pyramids/River Nile etc.

TITANIC

- Know the route the Titanic was planning to take across the oceans.
- Recall key dates and facts involving the Titanic.
- Understand how transport has developed over the past 100 years (world & locality)
- Know the social class systems which existed in the past.

CHINA

- Locate China and key facts inc population, capital city, size, language, rivers, mountains etc
- Identify some famous landmarks inc. Terracotta Army.
- Know about the Shang Dynasty and their ruling/influence.

(WHOLE SCHOOL THEME)

- Whole school theme, changed annually related to a topic of relevance for the given year:
- 2023- Travel & Tourism
- 2022- Care for Creation
- 2020 –Tokyo Olympics
- 2019 – WWII -75 Years – D Day
- 2018- WWI – 100 years
- 2017 – Roald Dahl

SUBSTANTIATING THE WIDER CURRICULUM YEAR 3

EXPRESSION

MUSIC

- Sing in tune with expression and control.
- Play clear notes on instruments.
- Use different elements in composition of melodies, songs and accompaniments.
- Combine different sounds to convey mood.
- Create repeated patterns with instruments.
- Improve their compositions.
- Use accurate vocabulary to describe a piece of music/what they like and dislike about it.
- Recognise the work of famous composers.
- Develop awareness of R&B as a genre and the context behind it.
- Recall famous R&B artists.
- Use vocabulary inc. composing, harmony, decks and drumloops.

PHYSICAL EDUCATION

GAMES

- Know how to attack and defend during competitive team games.
- Know best techniques for running, jumping and throwing.
- Awareness of the importance of warm up/cool down

GYMNASTICS

- Display a range of balances and use linking movements showing flexibility and control.
- Display m-rock/m-roll, forward roll, bunny hop & rocket jump.

SWIMMING

- Use a range of swimming strokes to swim at least 25m.
- Perform safe self-rescue in different water based situations

SCIENCE

Animals Including Humans

- Know the difference in structures between animals (exoskeleton/endoskeleteon/organs/muscles)
- Animals & humans cannot make their own food, get nutrition from what they eat.

Rocks & Soils

- Compare & group different types of rocks (permeable/durable/manmade/natural)
- Know how rocks and fossils are formed & that soil is organic matter.

Forces & Magnets

- Know gravity pulls things towards the centre of the Earth.
- Name & identify magnetic poles and understand how they work.

Light

- Develop an awareness of light, dark and shadows and key vocabulary (opaque, translucent, transparent)
- Name parts of the eye and know how to protect our eyes from the sun.

Plants

- Know parts of a flowering plant and their jobs, the life cycle, pollination and germination, seed dispersal.
- Understand how water is transported in a plant.

Scientists and Inventors

- Develop an awareness of famous scientists and inventors linked to prior learning in the subject.

DANCE AND DRAMA

DANCE

- Perform using a range of movement patterns.
- Compare performances and demonstrate improvements.
- Improvise independently and with a partner.
- Translate ideas from stimuli into movement.
- Compare and adapt movements and motifs to create a larger sequence.

DRAMA

- Participate in performance – develop characters through movement, use of voice and facial expressions, dialogue and interaction with other character.
- Use space and grouping, props and different ways to adapt to an audience.

COMPUTING

- Compare ideas on what the internet provides for us and why networks are beneficial.
- Develop programing language and use Scratch to implement what we have learnt.
- Debug algorithms in one or more place.
- Make judgements & evaluations on what content they find on websites and pages.
- Understand how the internet is used to persuade us to buy things.
- Understand how to stay safe online and what information must be kept private when communicating.
- Create databases and tree diagrams in 2Question in Purple Mash.
- Use a spreadsheet to organise large amounts of data and generate graphs as a result.

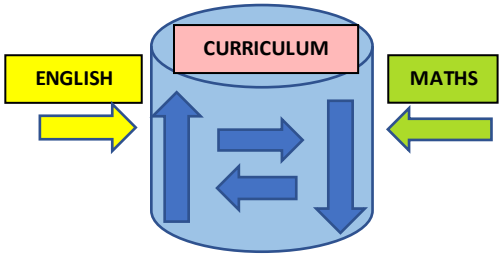
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



Health & Well Being

- **Physical:** Safe & healthy at home, school and locally.
- **Sex and Relationships**: Valuing differences and keeping safe.

Relationships:

- **Social:** Supporting friends and other people.
- **Emotional**: More about me.

Living in the Wider World:

- **Communities we live in:** Accepting different societies have different beliefs. Listen to others points of view.
- **Being a Responsible Citizen**: Diversity and society. Respect laws and rules in society.

SMSC & Courageous Advocacy

- Reflect, consider and celebrate the wonders and mysteries of life as it evolves.
- Work collaboratively as part of a team.
- Accept and learn from mistakes.
- Investigate and offer reasoned views about moral and ethical issues.
- Compare hierarchical systems e.g. school/government.
- Compare laws and rules.
- Recognising talents personally and of others.