Eversfield Preparatory School

Year 3
Curriculum Design 2023-2024

Compassion Aspiration Respect Endeavour

Contents

Year 3 Annual Overview
2023-24

Year 3	English	Mathematics	Science	History	Geography	Digital Literacy
Michaelmas 1	Descriptive writing Fables Recounts Myths and legends	Place value Place value and mental calculation 2D shape length incl. perimeter Statistics with mental calculation Written addition and subtraction	Animals, including humans	Ancient Greece	Mapping the UK	We are comic writers: creating a comic strip
Michaelmas 2	Shape poetry Mystery stories Non-chronological reports	Counting multiplication tables (3x, 4x) Written and mental multiplication Written and mental division Time 3D shape	Rocks		Mapping skills – the world	We are animators: stop gap animation
Lent 1	Instructions Performance poetry Playscripts Adventure stories	Place value mental addition and subtraction Fractions Division Volume and capacity mass Multiplication incl. 8x table Multiplication (statistics, measures, money)	Forces	Stone Age to Iron Age	Weather	We are presenters: videography
Lent 2	Letter writing Adventure stories/descriptive writing	2D and 3D shape incl. sorting Addition and subtraction (statistics) Fractions Position and direction Time	Light		Local area - Solihull	We are opinion pollsters: opinion polling and graphing
Summer 1	Non-fiction report writing Language poetry Adventure stories set in the past Independent research	Multiplication facts (statistics) Addition and subtraction (measures) Multiplication and division (measures) 2D shape incl. sorting Decimals Addition and subtraction (money) 3D shape incl. sorting	Plants	The Romans	Natural events	We are researchers: e-Safety and research skills
Summer 2	Recounts Language poetry Stories with familiar settings Author study focus	Place value (measures) Mental calculation Fractions Measures Statistics			Recycling Mapping skills – cities and countries	We are communicators: Email

Year 3	Religion and Philosophy	PSHE	Games	PE	Art and Design	Music	MFL
Michaelmas 1	Philosophical thinking	Settling in / setting goals	Tag rugby or hockey	Swimming	Art: drawing and recording – still life, mixed media	Exploring patterns: painting with sounds	Spanish: in the classroom
Michaelmas 2	The importance of light	Money			Art: painting skills still life fruit bowl – Cézanne	Exploring symbols 1: graphic scores	
Lent 1	Who was Jesus?	Our community	Football or netball	Swimming	DT: 3D fruit and veg – Cézanne	Exploring performance: Easter production	French: numbers and greetings
Lent 2	Easter	Healthy lifestyles			Art: drawing and printmaking		French: at the café
Summer 1	Sacred texts	Relationships	Athletics	Gymnastics	Textiles: William Morris, arts, and crafts	Exploring symbols 2: standard notation	French: at the café
Summer 2		Children's rights	Cricket	Dance	DT: weaving	Exploring sounds: rhythm & layers	

Year 3 Michaelmas Term Curriculum Design
2023-24

Subject	Topic		Termly Objectives
ENGLISH	**Reading and comprehension**		Example Texts: • Greek myths • Various fable texts
			• recognise the key features of myths, legends and fables • read out loud confidently, understanding how to use a range of punctuation • read aloud confidently, understanding how to use knowledge of root words, suffixes and prefixes to understand new words • read aloud confidently, understanding how to use the context of words to decode unfamiliar words • use alphabetically ordered texts, including a dictionary and thesaurus to find information and build vocabulary • using their knowledge of the alphabet to help them find information in non-fiction books e.g.: an index, a glossary • justify inferences with evidence from the text • start to recognise some features of the text that relate it to its historical setting or its social or cultural background
	Writing - composition	**Narratives** Descriptive writing Fables Myths and Legends Mystery stories	• incorporate the key features of myths, legends and fables into own version • plan and draft own stories using structural models drawn from stories studied • build descriptive detail when writing about places, themselves and friends as well as within stories and poems • use paragraphing in narrative for a new location in a story • employ vocabulary that is interesting and appropriate
		Non-fiction Recounts Non-chronological reports	• structure recount texts using introduction, conclusion and chronological sequencing • write in complex sentences to clarify relationships in time and place, e.g. meanwhile, during, while, until and following • use a wider range of conjunctions, e.g. when, if, because, although and however

			• use tone, structure and language that is appropriate for the intended audience and purpose • group similar information together in paragraphs in non-fiction writing
		Poetry	• read a range of shape poetry and explore how the poems have been constructed • draft, revise and create a best copy of a shape poem using a template perform the poem to the class
	Writing - vocabulary, grammar and punctuation		• proof-read my own writing for errors • synonyms – learning words that have similar meanings to others • verbs – recognising words that tell you what someone or something is doing and regularly including these in their own writing
	Writing - handwriting and presentation		• write fluently, in an elegant cursive style and at an appropriate pace in pencil • weekly practice sessions for practice with pen
	Speaking and listening		• retell some of the stories that I am familiar with orally
MATHEMATICS	**Number - place value**		• read and write numbers to at least 1000 in numerals and in words • recognise the place value of each digit in a three-digit number (hundreds, tens and ones) • partition numbers in different ways • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers up to 1000 • round numbers to at least 1000 to the nearest 10 or 100 • solve number problems and practical problems involving these ideas • find 1, 10 or 100 more or less than a given number • add numbers mentally, including: a three-digit number and ones; and tens; and hundreds • subtract numbers mentally, including: a three-digit number and ones; and tens; and hundreds • add and subtract mentally combinations of two-digit numbers • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • select a mental strategy appropriate for the numbers involved in the calculation

		• understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context • count from 0 in multiples of 4 • describe and extend number sequences involving counting on or back in different steps • use sorting diagrams to compare and sort numbers
	Number - addition and subtraction	• add numbers with up to three digits, using formal written method of columnar addition • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • estimate the answer to a calculation and use inverse operations to check the answers • solve problems, including missing number problems, using number facts, place value, and more complex addition • subtract numbers with up to three digits, using formal written method of columnar subtraction • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • estimate the answer to a calculation and use inverse operations to check the answers • solve problems, including missing number problems, using number facts, place value, and more complex subtraction • derive and use addition and subtraction facts for 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a 2-digit number and ones - a 2-digit number and tens - two 2-digit numbers - adding three 1-digit numbers • select a mental strategy appropriate for the numbers involved in the calculation • understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context

	Number - multiplication and division	• recall and use multiplication and division facts for the 3 and 4 times tables • write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • select a mental strategy appropriate for the numbers involved in the calculation • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which n objects are connected • write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods • solve problems involving money and measures • solve problems, including missing number problems, involving division (and interpreting remainders) and correspondence problems in which n objects are connected to m objects
	Measurements	• measure, compare, add and subtract: lengths (m/cm/mm) • understand that perimeter is a measure of distance around the boundary of a shape • measure the perimeter of simple 2D shapes • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute • record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., 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 • solve simple problems involving passage of time
	Geometry - properties of shapes	• draw 2D shapes and describe them • recognise angles as a property of shape • make 3D shapes using modelling materials • recognise 3D shapes in different orientations and describe them

		• identify horizontal and vertical lines and pairs of perpendicular and parallel lines
	Statistics	• interpret and present data using bar charts and tables • solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and tables
SCIENCE	**Animals including humans**	• explain that we eat for health, growth and energy • identify foods that provide the nutrients we need • produce a healthy eating plan • use bar charts to analyse information • write conclusions • list the main functions of a skeleton • label the main bones on a skeleton • know that muscles work in pairs to move bones • name some vertebrates and invertebrates
	Rocks	• observe and record information • group rocks according to physical and chemical properties • name some common rocks • make observations and use them to write conclusions • investigate the importance of historical scientific figures • know how soil forms • explain the stages in fossil formation • record experimental results and use them to draw conclusions
HISTORY	**Ancient Greeks** Chronological awareness	• place the Ancient Greeks on a timeline
	Depth and range of historical knowledge	• research using sources to find out about everyday lives of the Ancient Greeks • use a variety of sources to identify the importance and significance of Greek gods • identify reasons for and results of Ancient Greeks actions • use sources to find out about events in the Ancient Greek times
	Understanding historical enquiry	• use a range of sources to discover how the Ancient Greeks influenced our buildings • use a range of artefacts and sources to find out about the legacy that the Ancient Greeks left

		• select and record information about different areas to do with the Ancient Greeks
	Understanding historical interpretations	• identify and give reasons for different ways in which the past is represented • distinguish between different sources - compare different versions of same story
GEOGRAPHY	**Mapping the UK**	• use a map of the United Kingdom to identify the cities and geographical regions of the UK and some key physical and human features including rivers, islands and major centres of population • use the four and eight points of the compass to describe position and direction
	Mapping skills - the world	• describe simply where places are beyond the local area • use maps of Europe and Asia to identify the constituent countries and some main cities • explain what is meant by the words continent, country and city • observe and describe physical and human features of the local area and other places • identify major centres of population on a world map
DIGITAL LITERACY	**We are comic writers - creating a comic strip** Skills	• communicate messages using graphics and text • save and retrieve work independently • change size and font of text • combine graphics and text effectively
	Knowledge awareness	• recognise good design practices for published documents • develop a story from draft, through proof reading, to publishing
	We are animators - stop gap animation Skills	• refresh and build on keyboard skills from previous year • create a storyboard of ideas and plan an animation • create a sequence of digital images to form a short animation
	Knowledge awareness	• identify features of effective animations with paper and technology • recognise the purpose of animations
RELIGION AND PHILOSOPHY	**Philosophical thinking**	• identify concepts from a stimulus • ability to agree and disagree and give reasons for their choices • move questions away from context to develop philosophical thinking • identify the 4 C's (Creative, Collaborative, Critical and Caring) when learning about how we think • clarify ideas to others

	The importance of light	• explore the importance of light in religious festivals from across the world • ask open questions • identify concepts from a stimulus • ability to agree and disagree and give reasons for their choices • move questions away from context to develop philosophical thinking • clarify ideas to others
PSHE	**Settling in**	• set class rules • know what the school code means to you • demonstrate collaboration • identify features of friendship and the benefits of making new friends • learn strategies to identify and include people who may feel lonely • know how to identify bullying and how to deal with it • set personal goals
	Money	• learn about why our society needs money • discuss what we use money for • know the different ways to pay for things • list the benefits of saving money • practice budgeting • enquire about what life is like for those living in the UK in poverty
GAMES	**Tag rugby** Skill development	• carry the ball correctly using both hands • pass the ball with accuracy to a moving target, from the left and right side • create a target to pass to
	Knowledge and understanding	• know that you must run forward with the ball to score • understand that the ball must be passed backwards once tagged • understand the offside rule
	Applying tactics	• stand in line across the field, to aid defence and movement of the ball in attack • play a small sided game (6v6), where the ball is passed once a tag is made
	Hockey Skill development	• pass the ball with accuracy whilst moving • dribble with the ball • shoot with greater accuracy and power • develop tackling skills
	Knowledge and understanding	• know how to defend against an opponent • know the rules to play a small sided game (7v7)

	Applying tactics	• move the ball forward • look for space • team shape (height, width, depth)
PE	**Swimming**	• water safety • refine breaststroke arms and legs • breaststroke timing – arms, legs and breathing • diving from the side • surface dives – feet first • hand stands in the water
		• refine breaststroke arms and legs • body position in the water • push and glide
ART AND DESIGN	**Drawing and recording skills – mixed media**	• to make use of a range of drawing equipment to experiment with mark making • to develop skills in observation drawing • to develop skills in observing colour and blending colours • to develop skills in recording textures • to create a final piece of work combining the work from previous weeks
	Painting skills – Cézanne – fruit bowl	• to know how to use paintbrush • to understand and complete a colour wheel • to practise painting from observation and mixing secondary colours • to present information about the artist Cézanne and express opinions • experimenting with creating backgrounds based using patterned fabric as a starting point • to present a final outcome based on the fruit bowl by Cézanne • to reflect and suggest improvements
MUSIC	**Exploring patterns - painting with sound** Composing	An exploration of how music can be used to create images or moods, culminating in the composition and performance of a musical picture • compose a short piece of music using a picture as a stimulus • demonstrate understanding of timbre through choice of instruments
	Performing	• perform completed compositions in groups
	Appraising	• listen to short contrasting pieces of music and try to describe the mood or event they portray • introduce the musical element timbre

		• revise musical elements of pitch, rhythm, tempo, dynamics and duration
	Exploring symbols - graphic scores Composing	An exploration of graphic scores, culminating in the composition and performance of a piece of music reading from a graphic score • compose a piece of music using a graphic score grid showing evidence of varied performing techniques • use pictures and symbols to portray a variety of sounds
	Performing	• perform successfully from a given graphic score • perform compositions reading from graphic score grids in a variety of ways including up, down, right to left and diagonally
	Appraising	• play the symbol game to introduce the concept of images rather than words • what is a graphic score? • work out what a given graphic score says and means, then perform it • introduce graphic score grids
MFL	**Spanish – in the classroom**	• name 6 items of stationery • understand that all nouns in Spanish are masculine or feminine • use a bilingual dictionary to identify gender of new nouns
		• use 'tengo' or 'no tengo' to say what they have in their pencil case. • understand how plurals are formed and apply those rules in their own writing • identify similarities and differences between schools in England and Spain • talk about how Christmas is celebrated in Spain

Year 3 Lent Term Curriculum Design
2023-24

Subject	Topic		Termly Objectives
ENGLISH	**Reading and comprehension**		Example Texts: • Letts Literacy KS2 Book 3 • *Charlotte's Web* – EB White • *Revolting Recipes* – Roald Dhal • *The Sound Collector* – Roger McGough • *I Spy* playscript and prose passage • *Taking Flight & Girl and Robot* - short CGI films • *Charlie's Magical Pencil (adventure story)*
			• use a range of organisational features to locate information, such as labels, diagrams and charts • identify the features of different text types • examine how onomatopoeia is used in poetry • understand the structure of a playscript • compare versions of the same narrative in prose and playscript forms • identify and consider the main themes of a film text • sequence a film narrative • comment on the choice of language to create moods and build tension • understand the differences between formal and informal letters, identifying phrases
	Writing - composition	**Narratives** Playscripts Letter writing Adventure stories	• compose own playscript to perform to an audience • adapt a prose narrative into a playscript, observing structural and linguistic conventions • consider key features of an adventure narrative • devise suitable setting for an adventure narrative • make predictions based on existing knowledge and like future outcomes • modify nouns by one or more precise adjectives - a loud wailing sound • include details to add an element of humour, surprise or suspense • use dialogue to move story on, developing synonyms for 'said' • use teacher's formal letter model to draft own

		Non-fiction Instruction texts Persuasive texts	• recognise features of instructional texts - children will read and learn the features of this genre and use the same structure to write their own versions • draft, evaluate and revise own sets of instructions • consider and evaluate persuasive techniques • write appropriately for the intended audience and purpose
		Poetry Performance poetry	• read a variety of poetry as a class and work in groups to perform these to an audience • examine aspects of a good performance • record (using ICT) own poem performances to evaluate • devise own onomatopoeic poems
	Writing - vocabulary, grammar and punctuation		• use dictionaries and a thesaurus - children will use these regularly to extend their vocabulary • employ apostrophes for contractions accurately • use imperative verbs in instruction texts • identify past, present future verb tense changes • distinguish between homophones • understand and use the prefix 'in'
	Writing - handwriting and presentation		• write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins • regular weekly handwriting practice sessions
	Speaking and listening		• perform and critique own poetry compositions • group performance of a playscript • peer discuss the effectiveness of playscripts following performance • justify/explain choices for adventure story setting • contribute persuasively to a debate/discussion on school uniform
MATHEMATICS	**Number - place value**		• find 1, 10 or 100 more or less than a given number • count from 0 in multiples of 50 and 100 • describe and extend number sequences involving counting on or back in different steps • add and subtract mentally: - a three-digit number and ones - a three-digit number and tens - a three digit number and hundreds

		• add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a 2-digit number and ones - a 2-digit number and tens - two 2-digit numbers (Year 2 objective) • select a mental strategy appropriate for the numbers involved in the calculation • understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context
	Number - addition and subtraction	• add numbers with up to three digits, using formal written method of columnar addition • subtract numbers with up to three digits, using formal written method of columnar subtraction • choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method) • understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context • estimate the answer to a calculation and use inverse operations to check the answers • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
	Number - multiplication and division	• count from 0 in multiples of 8 • recall and use multiplication and division facts for the 8 multiplication tables • describe and extend number sequences involving counting on or back in different steps • write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • select a mental strategy appropriate for the numbers involved in the calculation • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • solve problems involving money and measures • solve problems, including missing number problems involving multiplication, including positive integer scaling problems and correspondence problems in which an objects are connected to m objects

	Number - fractions	• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • understand that finding a fraction of an amount relates to division • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • show practically or pictorially that a fraction is one whole number divided by another (for example ¾ can be interpreted as 3÷4) • understand division as sharing and grouping and use each appropriately • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole (using diagram) (for example, $^5/_7 + {}^1/_7 = {}^6/_7$) • compare and order unit fractions and fractions with the same denominators (including on a number line) • solve problems involving fractions
	Measurements	• measure, compare, add and subtract volumes and capacities • measure, compare, add and subtract masses • solve problems involving and measures • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute • record and compare time in terms of seconds, minutes and hours; use vocabulary such as, o'clock, a.m./p.m., 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, for example to calculate the time taken by particular events or tasks • solve simple problems involving passage of time
	Geometry - properties of shapes	• draw 2D shapes and describe them • make 3D shapes using modelling materials • recognise 3D shapes in different orientations and describe them • recognise that angles area property of a shape or a description of a 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	• use sorting diagrams to compare and sort numbers • solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables
SCIENCE	**Forces**	• describe what forces can do to objects • take accurate measurements • draw bar charts and write conclusions consistent with the data • know that magnetism is a non-contact force • group materials according to their magnetism • predict the outcome if two or more magnets are placed near to each other • list some uses of magnets • decide which variables to control to make a test valid • make predictions
	Light	• know that light travels in straight lines • group materials according to their behaviour with light • explain how shadows form • take accurate measurements and record them in a table • explain how your shadow changes throughout the day • use knowledge of shadows to make predictions • use knowledge of shadows to explain how a sundial works • demonstrate reflection practically • explain how periscopes work
HISTORY	**Stone Age to Iron Age** Chronological awareness	• place the stone age to iron age studied on a time line • use dates and terms related to the stone age to iron age and passing of time • be aware of the different periods of the past and identify them on a timeline
	Depth and range of historical knowledge	• research using sources to find out about everyday lives • identify reasons for and results of people's actions to do with for example: - when did the first people come to live in Britain? - what important changes occurred between the Stone Age and Iron Age? - how can we use archaeological evidence to find out about ancient times? - how did hunting and gathering evolve into settled farming methods? - what can we learn from the ancient site of Skara Brae?

		• why was Stonehenge built?
	Understanding historical enquiry	• select and record information relevant to the Stone Age to Iron Age
	Understanding historical interpretations	• give reasons for and results of the main events and changes in the Stone Age to Iron Age • distinguish between different sources - compare different versions of same story
GEOGRAPHY	**Weather**	• identify features of Britain's climate • use a growing range of vocabulary associated with weather • record the weather we experience over a short period of time using the school weather station • use collected weather data to help forecast the weather
	Local area - Solihull	• use Digimaps to locate features and describe direction • use simple fieldwork and observational skills to study the geography of the local area • observe and describe physical and human features of the local area and beyond • describe what gives the local area character
DIGITAL LITERACY	**We are presenters - videography** Skills	• plan an instructional video • use still and video cameras, independently • evaluate the quality of footage taken • present a video recording to peers
	Knowledge awareness	• understand the need to frame shots and keep the camera still • identify what an instructional video needs
	We are opinion pollsters - opinion polling and graphing Skills	• understand what is meant by the term information (data) • understand how fields help to sort information (data) • collect data from all children in the class • search and sort database information for specific outcomes • produce appropriate graphical representations
	Knowledge awareness	• know that ICT can be used to store and sort information quickly and accurately • reinforce database vocabulary (fields and records) • understand the need to record information safely and accurately • refresh e-Safety knowledge in relation to data validity and protection
	Who was Jesus?	• develop the children's knowledge about Jesus as a real person who lived in the area around Israel about 2000 years ago

RELIGION AND PHILOSOPHY		• look at images of Jesus and discuss how Christians find them helpful • find information from texts and use it to make inferences about the character of Jesus • find evidence from texts and discuss why some people might have disliked Jesus • study the symbolic language which Jesus used to describe himself • suggest ideas linked to their own experiences • develop the 4C's thinking skills
	Easter	• reflect on the main events and concepts of the Easter story • identify the importance of the cross in the Easter story • explore how the cross has become a symbol of forgiveness • suggest ideas linked to their own experiences • develop the 4C's thinking skills • begin to take part in philosophical enquiry
PSHE	**Our community**	• understand what is meant by 'community' • list some groups that make up your community • know the benefits of living in a diverse community and celebrate diversity in our school community • identify organisations that help communities • understand what a stereotype is and challenge common ones • explain the role of the police • think about the role that we as individuals can play in helping others
	Healthy lifestyles	• know what we should do to keep our bodies healthy • think about who is responsible for keeping us healthy • reflect on the health choices of your current lifestyle, including hobbies and sleep and reflect on how these influence our mental health • think about how food advertising influences children • identify adverts that we see while we are on the internet • understand that these adverts are targeted and the impact that they may have on us • know that we cannot believe everything we see on the internet (e.g. are all YouTube videos that we see true?)
GAMES	**Football** Skill development	• improve the accuracy of passing, using both feet • improve the control of the ball from the air

		• pass the ball with greater accuracy whilst moving
	Knowledge and understanding	• look for team mates in a better field position • know what a defensive stance is • know the rules for a 6v6 game
	Applying tactics	• move the ball forward • look for space • team shape (height, width, depth)
	Netball Skill development	• work on being able to change direction quickly • improve passing and catching whilst moving • improve shooting
	Knowledge and understanding	• Hi5 netball rules • know the roles and positions on the court
	Applying tactics	• move in-front of a player to intercept the ball when defending • change direction to create space
PE	**Swimming**	• refine front crawl legs and arms • breathing on the front • body position in the water on front crawl • dolphin leg kick
ART AND DESIGN	**Fruit bowl – Cézanne – 3D fruit**	• to develop skills in creating work in 3-dimensions • to work safely with equipment • to be able to tidy away art equipment • to create a piece/s of fruit using papier-mâché • to apply paint accurately and neatly to reflect the work of Cézanne • to reflect on what went well and suggest improvements
	Printmaking	• to know what printmaking is • to know how to create own printing plate such as: i) polystyrene, ii) stencil, iii) collograph • evaluate printmaking techniques
MUSIC	**Exploring performance – Easter production** Composing	An exploration of preparing for a public performance, culminating in a musical production of the Easter story
	Performing	• learn and perform a selection of songs as part of a chosen Nativity musical

	Appraising	• rhythm and pitch games to aid aural development • introduce concepts of good breath control, use of dynamics and clear diction
MFL	**French – numbers, greetings and alphabet**	• count to 30 in French • greet someone and introduce themselves in French • link several questions and answers together to form a conversation, speaking from memory where possible
	French – at the café	• develop an awareness of traditional French dishes • learn the names of at least 6 items of food and drink • identify whether nouns are masculine or feminine • talk about how Easter is celebrated in France

Year 3 Summer Term Curriculum Design
2023-24

Subject	Topic		Termly Objectives
ENGLISH	**Reading and comprehension**		Example Texts: • *Wing It* - short CGI film • *Stig of the Dump* – Clive King • *Stone Age Boy* – Satoshi Kitamura • Various short texts for comprehensions – *extracts from novels and stories, and non-fiction texts* • Word play poetry
			• investigate poems that use sound to make effects, understanding how onomatopoeia is employed • identify and comment on the use of alliteration in poems • develop knowledge of particular authors and make judgements about different books by the same author • answer questions about a text, using evidence from that text to support answers given • justify predictions with evidence from the text • begin to identify and comment on different points of view in the text • revise key features of a recount text
	Writing - composition	**Narratives** Adventure stories set in the past Stories with familiar settings	• Read and explore the structure of adventure stories set in the past • Watch a short animation *(Wing It)* and map out the story for retelling • Use historical knowledge to plan and write an adventure story set in the past, e.g. Stone Age • Using focused comprehension texts as a starting point, explore how an effective setting is created in narrative • Write short narratives expanding upon and extending stories discussed as part of reading comprehension work
		Narratives Non-fiction Report writing	• compose varied, well-structured sentences using powerful verbs, adjectives and adverbs • draft a recount of own experience using the correct, key features • use own notes to write an information leaflet using presentational devices – (sub)headings, labels, captions

		Independent research Recounts Author study focus	• draft a suitable introduction to a fact file/leaflet • use ICT to research information about a chosen country • convey information using other presentational devices – e.g. graphs, charts • identify key features in the work of well known authors • compile an author study, with recommendations for reading
		Poetry Language poetry	• devise and perform own poems with word play, e.g. alliteration • compose and perform own short verses showing awareness of appropriate rhyme, rhythm and content
	Writing - vocabulary, grammar and punctuation		• investigate how words and phrases can signal time sequences e.g. first, then, meanwhile • use an increasing range of punctuation, including speech marks, apostrophes and commas • use apostrophes for contracted forms and the possessive (singular) form - the girl's book • distinguish personal pronouns and possessive pronouns and distinguishing the 1st, 2nd and 3rd person forms of pronouns • use dictionaries and thesauruses to make word collections
	Writing - handwriting and presentation		• begin to use handwriting pens for selected curriculum work • weekly handwriting practice sessions
	Speaking and listening		• compose and rehearse sentences orally before writing them • perform poems to an audience
MATHEMATICS	**Number - place value**		• describe and extend number sequences involving counting on or back in different steps • count from 0 in multiples of 4, 8, 50 and 100 • find 1, 10 or 100 more or less than a given number • recognise the place value of each digit in a three-digit number (hundreds, tens and ones) • identify the value of each digit to one decimal place • compare and order numbers up to 1000 • identify, represent and estimate numbers using different representations, including the number line • read and write numbers to at least 1000 in numerals and in words

		• solve problems involving measures and simple problems involving passage of time

	Number - addition and subtraction	• add and subtract mentally:
		  - a three-digit number and ones
		  - a three-digit number and tens
		  - a three-digit number and hundreds
		• add numbers with up to three digits, using formal written method of columnar addition subtract numbers with up to three digits, using formal written method of columnar subtraction
		• choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)
		• select a mental strategy appropriate for the numbers involved in the calculation
		• understand and use take away and difference for subtraction, deciding on the most efficient method for the numbers involved, irrespective of context
		• estimate the answer to a calculation and use inverse operations to check the answers
		• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
		• add and subtract mentally a three-digit number and ones, tens and hundreds
		• derive and use addition and subtraction facts for 100
		• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
		  - a 2-digit number and ones
		  - a 2-digit number and tens
		  - two 2-digit numbers
		• use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
		• solve problems involving money and measures and simple problems involving passage of time

	Number - multiplication and division	• count from 0 in multiples of 4, 8, 50 and 100 • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

		• write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods • select a mental strategy appropriate for the numbers involved in the calculation • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • solve problems involving money and measures and simple problems involving passage of time • solve problems, including missing number problems involving multiplication and division, including positive integer scaling problems • recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
	Number - fractions	• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • 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 with small denominators • show practically or pictorially that a fraction is one whole number divided by another (for example ¾ can be interpreted as 3÷4)
	Measurements	• solve problems involving money and measures and simple problems involving passage of time • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple shapes • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2D shapes • solve problems involving measures

	Geometry - properties of shapes	• draw 2D shapes and describe them • identify horizontal and vertical lines and pairs of perpendicular and parallel lines • recognise that angles are a property of a shape or a description of a turn • identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn • identify whether angles are greater than or less than a right angle • make 3D shapes using modelling materials • recognise 3D shapes in different orientations and describe them
	Statistics	• interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables
SCIENCE	**Plants**	• describe the functions of the parts of a plant • define germination • make predictions about germination under varied conditions and test them • relate plants that we eat to the part it comes from • use a microscope to study stomata and learn their function • dissect a flower, naming the main reproductive parts • demonstrate how bees communicate to find nectar
HISTORY	**The Romans** Chronological awareness	• place the time studied on a time line • use dates and terms related to the study unit and passing of time
	Depth and range of historical knowledge	• use sources to find out about everyday lives of who the Romans were and where they came from • research using sources about, Roman gods, expansion of the Roman Empire and the invasion of Britain, Roman roads, Roman towns and their names, features of a Roman villa, the revolt of Boudicca and Hadrian's Wall - compare events with our lives today
	Understanding historical enquiry	• select and record information relevant to the study • use a range of primary and secondary sources to find out about the Romans
	Understanding historical interpretations	• give reasons for and results of the main events and changes • explain outcomes using simple concepts such as cause and effect
GEOGRAPHY	**Natural events**	• describe and show an understanding of volcanoes and earthquakes • identify some of the advantages and disadvantages of living in areas prone to earthquakes and volcanoes

	Recycling	• explain while some materials can be recycled others cannot easily be recycled • begin to understand how people effect the environment • complete a recycling survey
	Mapping skills - cities and countries	• label blank maps of Great Britain and the World and demonstrate current levels of knowledge of the location of countries and cities within them
DIGITAL LITERACY	**We are researchers – e-Safety and research skills** Skills	• know how to keep safe when using the internet • decide how reliable information is • use technology safely, respectfully and responsibly • be able to use a search engine to find things out effectively • think about audience when presenting information
	Knowledge awareness	• know a range of ways to report concerns and inappropriate behaviour • analyse different websites in terms of information, ease of use and useful information
	We are communicators - email Skills	• be able to attach files, photographs etc to an email • store and retrieve email address from an address book
	Knowledge awareness	• know that email can be used to communicate messages and send attachments • know that emails are sent to specifically formatted addresses • understand email terminology (forward, reply, cc etc) • know of the dangers they face online from strangers
RELIGION AND PHILOSOPHY	**Sacred texts**	• develop their knowledge of the different religious literature and why they are important to followers • look at various religious stories that involve people who made a considerable contribution to their community • explore how these factors can influence their thinking and everyday lives and how they can make contributions to their community • stretch and explore concepts • continue to take part in philosophical enquiry • explore important words in questions • review individual and class progress • embed caring, collaborative, critical and creative thinking skills • begin to summarise their learning

PSHE	**Relationships**	• identify a range of emotions • understand that my actions can affect other people's feelings • describe examples of conflict with friends and know how to deal with them • discuss examples of conflict at home and know how to deal with them • list people in our support network • identify the different types of relationships that we have • identify the features of positive family life
	Children's rights	• know the difference between wants, needs and rights • be aware of the UN Children's Rights Charter • understand that with rights, come responsibilities • understand the reasons that there are children in the world who are not receiving their human rights, e.g. in war-torn countries
GAMES	**Athletics** Skill development	• improve technique in long jump • develop high jumping skills using a scissor technique • introduce the skills for throwing a bull nosed javelin
	Knowledge and understanding	• know how to start a race • understand that you need to finish in the top 2 or 3 to qualify for the final
	Cricket Skill development	• consistently bat off a tee using the correct technique for front foot drive • develop seam bowling • learn the basic stance for wicket keeping
	Knowledge and understanding	• know the correct way to field a ball • understand the rules for pairs cricket
	Applying tactics	• make decisions on which end to throw to, to run players out
PE	**Gymnastics**	• forward rolls using an incline • shoulder stands with support • perform leaps from one foot to another • use apparatus when performing a sequence of gymnastic movements
	Dance	• develop dance styles from around the world • work as a team • refine dances • perform in-front of peers

ART AND DESIGN	**William Morris Arts and Crafts – drawing and pattern**	• to present research/information on the work of William Morris and The Arts and Crafts movement • to understand the context of the Arts and Crafts movement • to practsie skills in recording using secondary sources • to know what pattern is – repeat pattern, brick pattern and half drop • to create own pattern based on natural forms and William Morris
	Weaving	• to know what weaving is and its practical uses in everyday life • to be able to recognise woven fabric from a fused fabric • to identify the warp and weft of fabric • to produce different weaving samples for example: i) paper ii) wool and fabric on a loom iii) wool and wood • to document work in a sketchbook
MUSIC	**Exploring symbols - standard notation** Composing	An exploration of the treble stave as a form of expressing pitched notes • add note patterns to given rhythms
	Performing	• perform rhythm patterns • perform note patterns
	Appraising	• Human Treble Stave game • introduction to writing on the treble stave • 5 lines and 4 spaces treble clef notation
	Exploring sounds - rhythm and layers Composing	An exploration of texture, culminating in performing a given song using different rhythms and layers to create a variety of effects
	Performing	• perform *Yellow Submarine* showing evidence of the use of different rhythms, layers and instruments to create a variety of different effects
	Appraising	• listen to *Hard to Starboard* from Titanic. What is happening? • introduce the concept of rhythm and layers • Pass the Rhythm game • Guess the Instrument game • instrument sorting into categories
MFL	**French – at the café**	• use key opinion words to be able to talk about which food or drink they like or dislike

		• revise French numbers up to 31 • recognise French currency and identify the differences in how prices are written
		• copy words and short phrases accurately to produce a café menu • take part in simple conversations to order food • develop speaking and listening skills through role play activities