

Year 3 Curriculum – The Mead Academy Trust

Statutory Curriculum:

Art and Design

Use a sketch book as a source of information for basic skills for:-

- Continued modelled use to collect and record visual information
- Development of making marks and lines using a wide range of media
- Exploration of making variations in tone and begin to show an awareness of objects having a third dimension
- Further development of creating textures with a wide range of media and tools
- Creating own colour wheel showing primary and secondary colours and explore making different tones of colours
- Developing use of different brushes for specific purposes
- Creating repeating patterns using tearing, overlapping and layering
- Mood boards using the work of artists both past and present as a source of inspiration

Develop creativity and apply skills using a range of art processes to include:-

- Creating different pictures in a range of media (x3 across the year)
- Experimenting with different materials to create a simple 3D form in clay using tools to create surface patterns and textures
- Develop understanding of creativity and explore creating own multi-media image
- Record and collect visual information for own use, using cameras to show understanding of perspective

Computing

- Digital Literacy – understanding the importance of passwords, a safe online community, online advertisements, showing respect to others and what makes a good email.
- Physical Systems - design, write and debug programs that control or simulate physical systems; solve problems by decomposing them into smaller parts.
- Programming - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Develop existing programming skills in visual programming language ScratchJr and start to build on more complex programming processes in Scratch 2.0.
- Digital content – Dismantle a laptop and understand the basic components that make it work and link this to previous learning and how it make interact with the internet. Understand the difference between the Internet and the World Wide Web. Use a combination of software programs to produce a digital project linked to topic learning.
- Communication – Extend knowledge of communication and how this is linked to the internet. Communicate with each other in the classroom digitally (emailing)

Dance

- Explore variations of basic actions, e.g. different ways of jumping or turning
- Link a series of actions into a short movement sequence showing basic control, strength and co-ordination
- Begin to incorporate different levels, direction and speed into movement sequences
- Begin to explore quality of movement to include tension, force and weight
- Begin to explore travelling movement and movement on the spot
- Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns.
- Be able to respond to a range of stimuli and accompaniment.
- Be able to compose and choreograph work that is artistic and aesthetic in nature.
- Use set success criteria to evaluate own and others work:
 - Provide constructive feedback to another by suggesting ways to improve and develop work
 - Accept feedback and begin to use suggestions to adapt/develop work further
- Perform and develop an appreciation of movement from different traditions, times and places.
- Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.
- Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose.

Design and Technology

- Research and design functional, appealing products that are fit for purpose
- Generate and develop ideas through discussion and annotated sketches
- Create pattern pieces (textiles)
- Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing
- Select from a range of materials and components, including construction materials, textiles and cooking materials
- Investigate a range of existing products, communicating opinions on their effectiveness through discussion
- Carry out simple tests on products produced against the design criteria and consider how they could improve their work
- Begin to understand how individuals in design and technology have helped shape the world
- Begin to explore different ways to strengthen, stiffen and reinforce simple structures
- Begin to understand the advantages of implementing mechanical systems in their products such as gears and pulley
- Begin to understand the use of computers to program and control products
- Understand the principles of a healthy and varied diet to prepare a variety of mainly savoury dishes using a range of cooking techniques
- Begin to understand where food comes from and how different ingredients are grown, reared and caught

English

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.

Reading Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - Reading books that are structured in different ways and reading for a range of purposes
 - Using dictionaries to check the meaning of words that they have read
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - Identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - Discussing words and phrases that capture the reader's interest and imagination
 - Recognising some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - Asking questions to improve their understanding of a text
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - Predicting what might happen from details stated and implied
 - Identifying main ideas drawn from more than one paragraph and summarising these
 - Identifying how language, structure, and presentation contribute to meaning
 - Retrieve and record information from non-fiction
 - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing Transcription

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing composition

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - Discussing and recording ideas
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - Organising paragraphs around a theme
 - In narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - Using the present perfect form of verbs in contrast to the past tense
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:
 - Using commas after fronted adverbials
 - Indicating possession by using the possessive apostrophe with plural nouns
 - Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Geography

- Name and Locate the world's countries focusing on Europe, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Locate North and South America, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Understand geographical similarities and differences through the study of physical and human geography of a region of the UK and a region in a European country
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanos, earthquakes
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- To use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

History

British History:

- Changes in Britain from Stone Age to Iron Age
- The Roman Empire and its impact on Britain

World History:

NONE

Historical Enquiry:

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Regularly address and sometimes devise, historically valid questions about change, cause, similarity, difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

Maths

Counting and the Number System:

- Work with numbers up to 1000 and focus on the value of each digit
- Compose and decompose numbers, compare, order and look for patterns

Number facts and calculation:

- Solve addition and subtraction problems where regrouping is required
- Use bar models to solve problems
- Understand multiplication and division of 3, 4 and 8
- Solve word problems that involve multiplication and division

Fractions:

- Count using fractions
- Add and subtract fractions
- Explore equivalent fractions and look at simplifying fractions before comparing fractions with different denominators
- Find fractions of whole numbers
- Solving word problems involving fractions

Measures:

- Develop understanding of length in metres and centimetres before moving on to kilometres
- Measure different items using centimetres, metres and kilometres
- Measure mass using scales and look at different units to measure mass, specifically g and kg
- Measure volume using millilitres and litres
- Use mental and procedural skills to solve problems involving length, mass, volume and capacity
- Recognising different money denominations (both notes and coins)
- Consolidate the simple addition and subtraction of money
- Solve word problems involving money using bar modelling as a key strategy
- Tell the time using 'am' and 'pm', tell time to the minute, using analogue and digital time and tell time by Using both the minute and hour hands
- Use the 24-hour clock and clocks using roman numerals
- Measure and compare time in seconds, hours and minutes
- Convert units of time and find a number of days in lengths of time
- Create and interpret picture graphs and bar graphs
- Compare angles using the terms 'right' angle, 'acute' angle and 'obtuse' angle

- Identify perpendicular, parallel, horizontal and vertical lines
- Describing 2-dimensional and 3-dimensional shapes
- Explore perimeter
- Calculate the perimeter of a rectangle with unknown sides that need to be determined

Modern Foreign Languages

Skills to be taught:

- Understanding: Listen and respond to simple rhymes, stories and songs, Recognise /respond to sound patterns and words, listen attentively and understand instructions, everyday classroom language and praise words
- Speaking: Communicate using single words, phrases and short sentences,
- Recognise some familiar words in written form. Make links between some phonemes, rhymes and spellings, and read aloud familiar words. Experiment with the writing of simple words
- Learn about festivals (Christmas and Easter) and how these are celebrated.

Term 1 and 2:

- Name different members of the family. Ask and answer "Do you have brothers and sisters?"
- Count to 20
- Months of the year
- Days of the week
- Learn about French new year and "Three Kings' day" traditions
- Salut ça va (lessons 8, 11, 14)

Term 3 and 4:

- Name 10 different foods becoming aware of the use of the definite article
- Say whether they like certain foods and ask others if they like something
- Count to 30 and practise days of the week
- Say and recognise months of the year
- Learn about Easter and food traditions from France
- Grammar: J'aime/tu aimes?

Term 5 and 6:

- Continue learning words for different items of food
- Ask others about their food preferences
- To be able to have simple conversations about ordering an ice cream
- Grammar: J'aime, tu aimes?
- Take part in role play activities based on an ice cream shop. Read signs and write posters for the shop.

Story making opportunity (Term 4) – La Chenille qui fait des trous (The Very Hungry Caterpillar)

- Learn simple repetitive version of the story
- Vocabulary: fruit, days of the week, numbers to 20, simple sentence construction
- Salut Ca Va (lesson 11)

Music

Singing skills

- Developing skills to sing from memory with accurate pitch either in a group or alone. Introducing simple part singing using rounds and partner songs.

Performing skills and knowledge of musical instruments

- Skills to play simple melodies on the descant recorder
- An understanding of good technique focussing on posture, breathing, tonguing and fingering
- Playing as a class ensemble to a backing track or piano accompaniment
- An introduction to instruments of the Orchestra; brass, strings, woodwind and percussion
- Increasing accuracy when performing of simple percussion parts and their complexity

Improvising and composing skills

- Increasing ability to organise sounds into a structure using class percussion instruments. Developing greater control of the musical elements to create a desired effect.

Listening to music and appraising performances

- Children are introduced to different periods of music and encouraged to identify where the piece fits onto a musical timeline and historical background.
- Exposed to a wider variety of traditions and styles
- Developing an understanding of what makes a successful performance or composition

Understanding musical notation

- Introducing rhythmic notation using mini-beasts and simplified traditional notation. Exposed to staff notation through class recorder playing
- Children able to use graphic symbols in response to listening and composing tasks.

Physical Education

- Through badminton, basketball, cricket, football, hockey, netball, rounders, tennis, athletics, gymnastics:
 - Perform balance, agility co-ordination movements with control, varying speed and direction and begin to apply in a range of activities
- Develop basic techniques.
 - Jump: on and off of equipment safely
 - Catch: a tennis ball (1 handed) accurately thrown from 2m away
 - Throw: perform a correct technique for over arm throw using 1 hand (Inconsistent accuracy)
 - Running: perform correct arm and leg action for a sustained run
 - Hand-held equipment (e.g. hockey, tennis racket, rounders bat): Consistently make contact, use correct stance and striking technique
- Indirect Competition: Compete against one another at the same time trying to beat each other's time/score/ distance
- Understand and apply simple tactics such as attacking, defending and can begin to select and apply movement skills appropriately

- Congratulate a 'winner'
- Talk about what changes happen to my body when I exercise and why (refer to heart, lungs, circulation, muscles)
- Engage in some physical enrichment activities. (E.g. sports clubs)
- Have a developing understanding of making healthy lifestyle choices
- Actively ensure their own and others safety
- Explain what I am doing and why I am doing it
- Explain why something or someone is working/performing well and give 'EBIs'

Swimming:

- Swim confidently over a distance of at least 25 metres
- Explore the use a range of strokes (as front crawl, backstroke and breaststroke)
- Tread water and sculling

PSHEE

- Recognise that people make different lifestyle choices.
- Understands that all families are different
- Identify who to go to for help and support
- Explore differences between males and females
- To consider touch and to know that a person has the right to say what they like and don't like.
- Lists dangers in the home and knows how to minimise them and approach them safely.
- Understands how people can contribute towards a charity
- Understand how the behaviour of others impacts on me and how to influence positive change
- Takes responsibility for the school rule and charters
- Contributes to the school community
- Recognise leadership qualities in self and others

Religious Education

Wiltshire Syllabus for RE (three focus units per year)

- Symbols of faith: why are they important?
- Light and Dark: What do these symbols mean? (TERM 2 to link with Diwali and Hanukkah)
- Does a beautiful world mean a wonderful God?

Science

Scientific Enquiry:

- Ask relevant questions and with support use different types of scientific enquiry to answer them
- With support set up simple practical enquiries, comparative and fair tests
- Identify differences and similarities related to simple scientific ideas and processes
- Make systematic and careful observations and, with support, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers
- With support gather, record, classify and present data in a variety of ways to help in answering questions
- With support, record finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Report on findings from enquiries, including oral and basic written explanations, displays or presentations of results and conclusions
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and with support raise further questions
- Use straightforward scientific evidence to answer questions or to support their findings

Plants:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals (including humans):

- 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)
- Identify that humans and some animals have skeletons and muscles for support, protection and movement

Rocks:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Light:

- Notice that light is reflected from surfaces
- Find patterns in the way that the size of shadows change
- Recognise that shadows are formed when the light from a light source is blocked by a solid object
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that they need light in order to see things and that dark is the absence of light

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

Non-statutory curriculum entitlement for The Mead Academy Trust:

Drama and Performance

- Read and rehearse plays in order to provide opportunities to discuss language
- Use some drama approaches to explore stories or issues
- Show understanding of characters or situations by adapting intonation, tone, volume and action helping to create roles and scenarios
- Present events and characters through dialogue to engage the interest of an audience
- Identify and discuss qualities of others' performances, including gesture, action and costume

Education for Sustainable Development

- Understand water- where does it come from and how do we use it?
- Water vulnerability
- The Water Cycle
- Water conservation
- How settlements have developed near to water supplies
- How is water transported?
- How far has my food travelled?
- How can I reduce my food carbon footprint?
- Food: growing, cooking and eating onions, garlic and spring onions
- Recycling food waste- how can we improve this at home and school?
- Investigating compost methods
- Investigating mammals within our school grounds
- The role of compost in our school gardens
- How is it made and used? Who lives in it? (see Waste)
- Exploring disparity in wealth around the world. Why and how does this happen?
- Establish a link with a school in Europe (link with Geography)

Outdoor Learning

- Use the outdoor environment to support specific units of learning across the curriculum at least three times a year.
- Science- Different function of plants and their life- cycles.
- Geography- Using maps and atlases
- Plant bulbs (onions, garlic, tulips, daffodils) in the school grounds and poly-tunnels and be responsible for looking after them
- To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 6 in Term 4)
- Visit the local woods to explore and learn at least three times in the year
- Make an object with natural and man- made materials to hold water/food for camping

The Whole Child

- Children can set themselves appropriate targets
- Children can share their own ideas with others
- Children can show patience when working with others
- Children can contribute to a group decision
- Children can give feedback to support others, including EBIs
- Children can know strategies for coping with situations that don't go their own way
- Children can know strategies to help others deal with their emotions
- Identifies and celebrates diversity
- Children can understand why they need to respect another person's opinions and beliefs
- Children can use initiative to look after school resources (e.g. pick up item they did not use)
- Children can take responsibility for working towards an adult-given target
- Children can use different strategies for dealing with conflict
- Children can keep going when things are tricky

Enrichment

- Descant recorder
- Work with an artist
- Visit to Stonehenge
- Visit to Roman Baths
- Hindu visitor
- Author visit
- Class assembly
- Christmas performance
- Role play/small world
- Bilingual Breakfast
- Sustain email link with French School
- Sports day
- Inter school competition
- Life Bus
- Forest School
- Team building activities
- Long day – Outdoors and adventurous