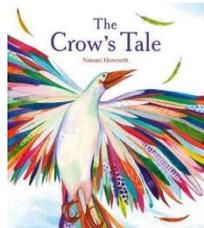
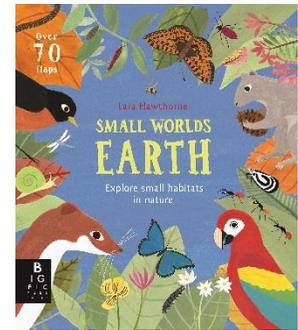


Year 3 Curriculum Coverage



Summer Term Year 3 Mrs Brocklehurst Sum 1 Wonders of Nature (Plants) Sum 2 Our Wonderful World (Animals/Conservation)		Summer 1	The Wonders of Nature 	
		Summer 2	Our Wonderful World 	
Topic texts	Knowledge	Skills		Enrichment Opportunities
	<p>English</p> <p>Narrative</p> <p>Traditional tales with a twist (significant author) Fables Stories from different cultures</p> <p>Diary Entry</p> <p>Non Fiction</p> <p>Instructional writing Non-Chronological reports Biography</p> <p>Poetry (language features focus) Personification, similes, metaphors</p> <p>Maths (White Rose Scheme)</p> <ul style="list-style-type: none"> Fractions Geometry (Properties of Shape) 	<ul style="list-style-type: none"> Reading Develop positive attitudes to reading, and an understanding of what they read Understand what they read, in books they can read independently 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 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 Evaluate and edit Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Increase the legibility, consistency and quality of their handwriting <ul style="list-style-type: none"> recognise, find, name and write fractions $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ 1 . write simple fractions for example, half of $6 = 3$ and recognise the equivalence of and $\frac{1}{2}$ $\frac{2}{4}$ 		<p>Walks around Telford Town Park to 'map' our local area.</p> <p>Possibility of Whole Academy Trip e.g. Cardingmill Valley</p> <p>If possible visit Shropshire Ironworks (Sculptures)</p> <p>Outdoor Learning Gardening sessions</p> <p>Cooking Sessions</p> <p>First Aid Training</p> <p>Virtual Reality (Animals)</p>

Year 3 Curriculum Coverage

  	<ul style="list-style-type: none"> Measurement (Time, mass and capacity) <p>On-going Recap The four major operations Times tables</p>	<ul style="list-style-type: none"> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 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 add and subtract fractions with the same denominator within one whole compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above. measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D 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 compare durations of events 	
	<p>Science</p> <p>Plants</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Learn to use some new equipment appropriately (eg data loggers). Begin to see a pattern in my results. Begin to choose from a selection of equipment. Begin to observe and measure accurately using standard units including time in minutes and seconds. 	

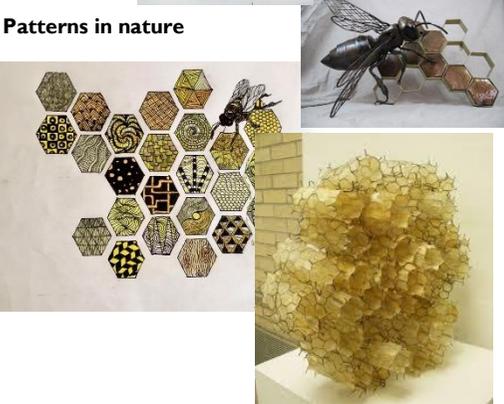
Year 3 Curriculum Coverage

  	<p>Plants and Animals</p> <p>Missed from Year 2 (Due to Covid Lockdown 2020)</p> <ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food • Identifying and grouping animals with and without skeletons and observing and comparing their movement • Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. • Research different food groups and how they keep us healthy, and design meals based on what they find out. 	<ul style="list-style-type: none"> • Ask some relevant questions and use different types of scientific enquiries to answer them. • Begin to explore everyday phenomena and the relationships between living things and familiar environments. • Begin to develop their ideas about functions, relationships and interactions. • Begin to raise their own questions about the world around them. • Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources. • Set up some simple practical enquiries, comparative and fair tests. • Begin to recognise when a simple fair test is necessary and help to decide how to set it up. • Begin to think of more than one variable factor. • Gather record, and begin to classify and present data in a variety of ways to help in answering questions. • Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	
	<p>History (cross curricular Summer Term)</p> <ul style="list-style-type: none"> • To understand how food/diet and farming have developed overtime using a timeline to support chronological understanding • To explore the past, asking questions by looking at range of sources (food/diet through ages. Farming) • To explore what we can learn about the past from famous people (Explorers e.g. Walter Raleigh, Botanist Elizabeth Blackwell) 	<ul style="list-style-type: none"> • Use timelines to place events in order. Understand that timeline can be divided into BC and AD. • Use historical vocabulary e.g. century, decade. • Use evidence to find out how things have changed during a time period. • Describe how some of the past events/people affect life today • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Ask questions such as 'how did people? What did people do for?' • Suggest sources of evidence to use to help answer questions 	

Year 3 Curriculum Coverage

	<p><u>Art/ D&T</u> produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p>Drawing Skills with a focus on observational sketching detail, line, pattern, texture</p> <p>Watercolour (Artist Sylvia Long/ Kate Scott Botanist Elizabeth Blackwell)</p> <p>Work of Georgia O'keeffe (Abstract)</p> <p>Explore colour and shading</p> 	<ul style="list-style-type: none"> • Present findings about past using speaking, writing, computing and drawing skills • Use dates and terms with increasing accuracy. • Discuss different ways of presenting information for different purposes. <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Use sketchbooks to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. <ul style="list-style-type: none"> • <u>Lines and Marks</u> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. <ul style="list-style-type: none"> • <u>Form and Shape</u> • Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. • <u>Tone</u> • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. • <u>Texture</u> • Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. <ul style="list-style-type: none"> • D&T • Design <ul style="list-style-type: none"> • use research and develop design criteria to inform the design <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through • discussion, annotated sketches, cross-sectional and exploded diagrams, • prototypes, pattern pieces and computer-aided design • Make <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform • practical tasks [for example, cutting, shaping, joining and finishing], <ul style="list-style-type: none"> • accurately select from and use a wider range of materials and 	
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Year 3 Curriculum Coverage

	<p>Sculpture</p>  <p>Patterns in nature</p>  <p>D&T</p> <p>Greenhouse (Plan, do, review) Cooking (link to Science)</p> <p>develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</p> <p>critique, evaluate and test their ideas and products and the work of others</p> <p>understand and apply the principles of nutrition and learn how to cook.</p>	<ul style="list-style-type: none"> • components, including construction materials, textiles and ingredients • Evaluate <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • Technical knowledge • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Design and Technology • Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world • Technical knowledge <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Cooking (link to Science) • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	
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Year 3 Curriculum Coverage



	<p><u>Geography</u></p> <p>Compare UK to other contrasting islands</p> <ul style="list-style-type: none"> understand the processes that give rise to key physical and human geographical features of the world, extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. <p>Geographical Skills and Fieldwork (on-going to close the gap due to Covid 19):</p> <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes 	<ul style="list-style-type: none"> locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, 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, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
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Year 3 Curriculum Coverage

	<p><u>Computing</u></p> <p>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>3.5 Email To think about different methods of communication. To open and respond to an email. To write an email to someone using an address book. To learn how to use email safely. To add an attachment</p> <p>3.7 Simulations To find out what a simulation is and understand the purpose of simulations. To explore a simulation, making choices and discussing their effects. To work through and evaluate a more complex simulation.</p> <p>3.6 Database To sort objects using just 'yes' or 'no' questions. To complete a branching database using 2Question. To create a branching database of the pupils' choice.</p> <p>3.8 Powerpoint To create a page in a presentation To add in media to a presentation To add in timings to a presentation To add in animation to a presentation</p>	
	<p><u>Music</u></p> <p>Music making scheme using Busy Beats and 2Sequence</p> <p>Listen, appraise and discuss a variety of musical genres through an exploration of artists' bodies of work. (A wider and more long term daily look at a variety of 'artists of the week' inspired by a successful look at Artists of Colour during Black History Month.)</p>	<ul style="list-style-type: none"> • Compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. • To identify and discuss the main elements of music. • To understand and experiment with rhythm and tempo. • To create a melodic phrase. • To electronically compose a piece of music. 	
	<p><u>RE</u> Kingdom of God (Pentecost)</p>	<ul style="list-style-type: none"> • think about what we should do on Sundays to remember what Jesus has done for us; • reflect on times when we need the power of the Holy Spirit; 	



Year 3 Curriculum Coverage

	<p>When Jesus left, what was the impact of the Pentecost?</p> <p>To know that God the Father raised Jesus from the dead on Easter Sunday; know that because Jesus rose from the dead we too will rise from the dead; know the story of the appearance of Jesus on the road to Emmaus and to Thomas; know the story of the coming of the Holy Spirit at Pentecost; understand how the coming of the Holy Spirit at Pentecost changed the disciples;</p> <p>Islam</p> <p>Describe key aspects of religions, especially the people, stories and traditions which influence beliefs and values. Identify and begin to describe the similarities and differences within and between religions.</p>	<ul style="list-style-type: none"> • participate in a liturgical celebration for Pentecost • Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them. • Use specialist vocabulary in communicating their knowledge and understanding. Use and interpret information and religions from a range of sources. • Reflect on what it means to belong to a faith community, communicating their own and others' responses thoughtfully. • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. • Discuss their own and others' views of religious truth and belief, expressing their own ideas clearly. • Reflect on sources of inspiration in their own and others' lives. 	
	<p>PSHE</p> <ul style="list-style-type: none"> • Healthy and well being • Relationships • Living in the wider world <p>(Drip teach through other lessons)</p>	<ul style="list-style-type: none"> • the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships . • the importance of seeking support if feeling lonely or excluded • that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 	