

**Wouldham All Saints Church of England Primary School**

# **Year 3**

**Curriculum**



## **Statement of Curriculum Intent**

**January 2022**

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

*Passionate learning values....*

"Questions above answers

Individuality above conformity





Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

-  Be HAPPY to be God's special children
-  Strive to be IMPROVING all of the time
-  Work hard at being GOOD at communicating
-  With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- Enjoy learning
- Challenge themselves and engage with their learning
- Feel successful in their learning
- Show curiosity, creativity and independence in their learning
- Have time for learning skills, master them and then use and apply them effectively
- Have ownership of learning, enabling real passion
- Be able to evaluate and assess their own learning
- Recognise positive relationships and promote co-operation with others
- Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

### **Seen it   Nailed it   Used it   Moved it**

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

Year 3 English		
Reading	Writing	Speaking & Listening
<p><u>Decoding/Word Reading:</u> Children apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words (some from Y3-4 list), noting the unusual correspondences between spelling and sound, and where these occur in the word They should be able to decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation</p> <p><u>Literal Understanding and Retrieval:</u> Children are becoming more familiar with retrieving facts and information where question words and text language vary (I.e. where the literal answer is somewhat 'hidden' in the vocabulary used); they scan for alternative synonyms or phrases They can: check the accuracy of what they are retrieving by reading around the words and phrases they find; locate and discuss words and phrases they find interesting; ask questions which improve their own understanding</p> <p><u>Inferential Reading Skills:</u> With support, children identify themes across the text; eg. loyalty and treachery in The Lion, The Witch and the Wardrobe Draw inferences such as characters' feelings, thoughts and motives for their actions eg why Edmund lied; begin to justify their inferences by locating textual evidence; Predict what might happen from implied details or from other stories they know In support of inference skills, children use dictionaries to check meanings of new vocabulary</p>	<p><u>Handwriting</u> Lower case letters are distinct from capital letters, including those of same shape e.g. cC, sS, wW Join lower case letters using school's chosen style Maintain even-sized lettering Descenders and ascenders are appropriate and parallel to each other</p> <p><u>Sentence Building:</u> Writes a variation of coordinating and subordinating sentences Writes questions Uses the adult model of fronted adverbials Uses the adult model of including dialogue in narratives Maintains the tense e.g. simple past, present tense and progressive tense Sentences are mostly demarcated Commas in lists Beginning to use commas between clauses Beginning to use inverted commas for dialogue Uses apostrophe for regular plurals</p> <p><u>Text Building:</u> Use adult model to begin to organise paragraphs, as a way to group related material In story-writing create settings, characters and plot, using a shared text to gather ideas Include headings and sub-headings in non-narrative writing Sequence ideas chronologically, using a range of conjunctions to make the sequence clear Using the adult model, begin to use fronted adverbials to vary sentence openings</p>	<p><u>Key Skills</u> Focus Participate actively Collaborate Speculate and imagine Explore and express ideas Speak audibly Speak fluently</p> <p>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</p>

<p>With support they talk about what words mean in context</p> <p><u>Response to Text:</u>  Children 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/text books  Participate in discussion about texts  Sometimes listening to others  Increase their familiarity with texts including fairy stories, myths and legends  Retell some of these orally  Discuss words and phrases which capture their interest  Begin to identify how language, structure and presentation contribute to meaning  May express preferences for text type</p> <p><u>Fluency and Phrasing:</u>  Children can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency  Read age-appropriate books (e.g. lime book band) accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words  Read new words outside their spoken vocabulary, making a good guess at pronunciation  When reading aloud, speak audibly and with growing fluency</p>	<p>Maintain correct tense to achieve cohesion through the piece  Begin to recognise and use some features of the chosen genre  Using a model, write poems in different forms e.g. shape poems / simple structure poems with scaffold</p> <p><u>Authorial Effect:</u>  Communicate coherently and effectively with the reader:  talk with the adult about the purpose of the writing and who the audience will be  plan and discuss what they are going to write about, and record ideas  orally compose sentences to check for meaning and effect  use vocabulary which has an effect on the reader e.g. to frighten or surprise them  play with words in different kinds of poems and talk about preferences  draw on vocabulary and phrasing of books read aloud or independently  in discussion with others, assess the effectiveness of their own writing for the audience  consider the sound of varied sentences to interest the reader  read aloud their own writing to check it makes sense</p>	
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Year 3 Maths

The White Rose scheme of work for teaching mathematics is used by our school.

The in depth description for each area and the stage of the year it should be taught can be found on the school's Maths Long Term Overview and is supported on the White Rose maths website - [Maths resources for teachers | White Rose Maths](#)

Number	Geometry	Measure & Statistics
Place Value Addition and subtraction Multiplication and division Fractions	Properties of Shape	Statistics Money Length and Perimeter Time Mass and Capacity

Year 3 Science		
Branches of Science	Working Scientifically	History/ People
<p><b>Rocks and Soils</b> 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.</p> <p><b>Plants</b> 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.</p> <p><b>Animals Including Humans</b> 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 other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Forces and Magnets</b> 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</p>	<p>Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>James Hutton (Scientist who studied rocks and the effects of natural processes on them, such as rain, running water, tides, and volcanoes, on the development of the Earth)</p> <p>Carl Linnaeus (Botanist who studied the conditions for successfully growing bananas and developed a method to reproduce them in Europe)</p> <p>Marie Curie (Physicist who invented the first mobile x-ray machine to treat soldiers wounded on the battlefield in WWI)</p> <p>William Gilbert (Doctor who developed the theory of magnetism)</p> <p>Percy Shaw (Inventor of the cat's eye)</p>



<p>Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Light</b> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>		
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	Yr3 ART & DESIGN	
Materials	Techniques	Artists/ Established works*
<p>Drawing Can use and manipulate a range of drawing tools with control and dexterity applying teacher guidance.</p> <p>Experiment with the potential of various pencil grades.</p> <p>Painting Use a brush with confidence and control to produce marks appropriate to the work, e.g. small brush for detail. In a range of paint styles (i.e. water colours, ready mixed paint etc.)</p> <p>Printing Confidently Print using a variety of materials, objects using these within techniques.</p> <p>Textiles/ collage Show further understanding in different fabrics and how changing and modifying threads and fabrics: knotting, fraying, fringing, pulling threads, twisting, plaiting can support creating different effects and textures.</p> <p>Begin to apply different decorations, starting to apply these using a needle. (Different stitches, buttons, feathers, sequins etc.)</p> <p>Sculpture Begin to understand how the materials work and how work could be left in a way that children can be able to return back to continue with at a later date.</p>	<p>Drawing Explores shading, using different media to achieve a range of light and dark tones, black to white.</p> <p>Uses line, tone, pattern, colour, texture, shape and mark with care to represent things seen, imagined or remembered.</p> <p>Experiment with different drawing techniques (hatching, crosshatching, stippling, blending, shading, erasing). Making sensible choice when to use each technique and what to do next.</p> <p>Can create line drawings with care and can begin to draw in scale applying rules of simple perspective.</p> <p>Develop drawing faces with increased accuracy</p> <p>Painting Experiment with monochromatic paint scales using the terms tint (adding white), shade (adding black) and tone (adding black and white).</p> <p>Begin to explore complementary colours.</p> <p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures (including blocking in colour, washes, thickened paint) to achieve what they need for the task.</p> <p>Printing Use different techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Examine the roles and purposes of designers, artists and craftspeople working in different times and cultures.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p> <p>Suggested artist: -</p>

<p>Begin to understand how to work with a variety of different materials (natural, recycled and man-made) to Produce and decorate models.</p>	<p>Explore pattern and shape, creating designs for printing.</p> <p>Textiles/ collage Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Become confident in applying colour on fabric with printing, tie dye, fabric pens etc. As well as exploring different ways to dye fabric.</p> <p>Begin to explore using resist paste and techniques.</p> <p>Record textile explorations and experimentations as well as try out ideas.</p> <p>Sculpture Use equipment and media with confidence, safely and in an organised way.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Begin to explore ways to adapt work if needed if something isn't working how it should.</p> <p>Potential techniques to be learnt and experimented with: <i>Apply Modroc to a framework.</i> <i>Clay</i></p> <ul style="list-style-type: none"> <li>• <i>Produce more intricate surface patterns/ textures and use them when appropriate.</i></li> <li>• <i>Produce larger pieces using pinch/ slab/ coil techniques.</i></li> </ul>	
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Year 3 Computing		
Programming / control	Applying Word/Typing; Data Handling; Animation; Video Photography / digital art; Sound	Safe and responsible use
<p>I can design and create programs</p> <p>I can write programs that accomplish specific goals</p> <p>I can use repetition in programs</p> <p>I can work with various forms of input</p>	<p>I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</p> <p>I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows.</p> <p>I can use cut, copy and paste to quickly duplicate and organise text</p> <p>I can create my own sorting diagram and complete a data handling activity with it using images and text.</p> <p>I can start to input simple data into a spreadsheet.</p> <p>I can create a feelings chart exploring a story or character's feelings.</p> <p>I can create animations of faces to speak in role with more life-like realistic outcomes.</p> <p>I can improve stop motion animation clips with techniques like onion skinning.</p> <p>I can use animation tools in presenting software to create simple animations.</p> <p>I can sequence clips of mixed media in a timeline and record a voiceover</p> <p>I can trim and cut film clips and add titles and transitions</p> <p>I can independently create a green screen clip.</p> <p>I can create my own movie trailer.</p> <p>I can confidently take and manipulate photos</p> <p>I can create a digital image using a range of tools, pens, brushes and effects</p> <p>I can create and edit purposeful compositions using music software to create mood or a certain style</p> <p>I can experiment with live loops to create a song.</p>	<p>I can explain what is meant by the term 'identity'.</p> <p>I can explain how I can represent myself in different ways online.</p> <p>I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).</p>

Year 3 Design & Technology		
Design	Evaluate	Techniques
<p><u>Context, uses and purpose:</u> Recap - Look at a product and understand what it is, who it is used for, how it works and where you might find the product. Identify the materials the product has been made from. Explain who their product will be used for.</p> <p>Identify the maker of a product.</p> <p>Identify when a product was made and its purpose.</p> <p>Research facts about around inventors or designers linked to the product.</p> <p>Understand and gather information about what a particular group of people want from a product.</p> <p>Investigate similar products to their ideas.</p> <p><u>Ideas:</u> Recap – Identify a purpose for their design. Chose appropriate materials to use based on properties.</p> <p>Generate and describe ideas for a product the purpose of it and how it will work.</p> <p>Develop their own design criteria and use these to inform their ideas.</p> <p>Draw/sketch products to help analyse how they are made.</p> <p>Think ahead about the order of their work and decide upon tools and materials.</p> <p>Plan a sequence of actions to make their product.</p>	<p><u>Own ideas and products</u> Recap – Develop an understanding of the word evaluate means. Evaluate their products against a design criteria.</p> <p>Begin to refer to their design criteria as they make their product.</p> <p>Begin to use their design criteria to evaluate their completed product.</p> <p>Discuss its purpose, appearance and the conservation of materials.</p> <p><u>Existing products</u> Evaluate who designed and made the products.</p> <p>Evaluate how well products have been made.</p> <p>Evaluate why materials have been chosen.</p> <p>Evaluate how well products work.</p> <p>Evaluate how well products meet user needs and wants.</p> <p>Evaluate how well products have been designed.</p>	<p>Recap - Use basic sewing techniques. Use hand tools safely and appropriately. Make simple changes to their design as they make</p> <p>Select suitable tools and techniques for making their product.</p> <p>Explain using appropriate vocabulary why they should use particular tools.</p> <p>Use a design criteria whilst making a product.</p> <p>Order the main stages of making.</p> <p>Measure, mark, cut, shape and assemble components with more accuracy.</p> <p>Measure, cut, tape or pin and join fabric with improved accuracy.</p> <p>Use finishing techniques with some accuracy to strengthen and improve the appearance of their product.</p> <p>Make appropriate changes to their design through equipment and materials as they make.</p> <p><u>Cooking and Nutrition</u> Recap - Know that all food comes from plants or animals. Know that food has to be farmed, grown elsewhere (e.g. home) or caught. Name and sort foods into the five groups in 'The Eatwell Plate'. Recognise that everyone should eat at least five portions of fruit or vegetables every day and they can consume more than this.</p>

<p>When planning explain their choice of materials and components including function and aesthetics.</p>		<p>Start to know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Begin to understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Start to understand that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Begin to understand that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>Join and combine a range of ingredients.</p> <p>Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p><u>Skills:</u></p> <p>Measure - refer to ingredients in simple fractions, e.g. half, quarter.</p> <p>Peel - with a swivel peeler with supervision.</p> <p>Mix/stir - any ingredients thoroughly.</p> <p>Spoon - to be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage, e.g. liquid foods into baking cases (muffin mixture).</p>
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		<p>Measure - using a measuring jug with support to obtain accuracy.</p> <p>Cut out - placing the cutter in positions to make good of the material available and avoid waste.</p> <p>Tread - medium resistance foods onto kebab sticks, e.g. mushrooms, courgettes.</p> <p>Cut - medium resistance foods with a vegetable knife, e.g. cucumber. Cut - use a fork or the claw grip to secure food.</p>
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Year 3 Geography		
Place and location knowledge	Human and Physical	Map work skills
<p>Identify where counties are within the UK and the key topographical features.</p> <p>Name and locate the cities of the UK and topographical features –rivers, coastlines, mountain/hills</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know that a locality is set within a wider geographical context.</p>	<p>Make comparisons between two locations using photos/ pictures, temperatures in different locations. Use appropriate vocabulary</p> <p>Consider different types of settlement and land use in simple terms – ask questions about why the settlement is located where it is.</p>	<p>Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.</p> <p>Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.</p> <p>Begin to use index and contents page within atlases.</p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>



Year 3 History		
Chronological Understanding	Historical Knowledge	Historical Enquiry and Interpretation
<p>Use timelines to place events in order.</p> <p>Understand timeline can be divided into BC and AD.</p> <p>Use words and phrases: century, decade.</p> <p>Can place areas of history being studied within simple timeline</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Including:</p> <p>Houses and settlements</p> <p>Culture and leisure activities</p> <p>Clothes, way of life and actions of people</p> <p>Buildings and their uses</p> <p>People's beliefs and attitudes</p> <p>Things of importance to people</p> <p>Differences between lives of rich and poor</p> <p>Compare with our life today.</p> <p>Describe similarities and differences between people, events and objects.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people ....? What did people do for ....?' Begin (with help) to suggest sources of evidence to use to help answer questions</p> <p>Can look at 2 versions of same event and identify differences in the accounts</p>

Year 3 French		
Speaking and Listening	Reading and Writing	Intercultural Understanding
<p>Repeat words modelled by the teacher, using actions to show understanding.</p> <p>Understand and respond to a few familiar spoken words and short phrases.</p> <p>Learn specific vocabulary.</p> <p>Develop accuracy in pronunciation when repeating familiar words and phrases.</p> <p>Respond to a familiar question with a simple response.</p>	<p>Begin to recognise written vocabulary/single words.</p> <p>Begin to recognise written phrases.</p> <p>Copy simple vocabulary.</p> <p>Write some single words from memory.</p> <p>With support, substitute one element in a simple sentence to vary the meaning.</p>	<p>Appreciate stories, songs, poems and rhymes in French.</p> <p>Understand the differences in formality when greeting people.</p>

Year 3 Music		
Listening & Exploring	Performing	Composing
<p><i>NC : Listen with attention to detail and recall sounds with increasing aural memory.</i></p> <p><i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i></p> <p><i>Develop an understanding of the history of music.</i></p> <p>Use musical words (pitch, duration,dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>Recognise a range of instruments by ear.</p> <p>Internalise the pulse in a piece of music.</p> <p>Identify the features with in a piece of music.</p> <p>Describe music using appropriate vocabulary.</p> <p>Compare different kinds of music.</p> <p>Recognise differences between music of different times and cultures.</p>	<p><i>NC : Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i></p> <p><i>Use and understand staff and other musical notations.</i></p> <p>Sing songs from memory with increasing expression, accuracy and fluency.</p> <p>Maintain a simple part within an ensemble.</p> <p>Modulate and control voice when singing and pronounce words clearly.</p> <p>Play notes on tuned and un-tuned instruments with increasing clarity and accuracy.</p> <p>Improvise (including call and response) within a group using the voice.</p>	<p><i>NC : Improvise and compose music for a range of purposes using the inter-related dimensions of music - (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.)</i></p> <p>Create repeated patterns using a range of instruments.</p> <p>Combine different sounds to create a specific mood or feeling.</p> <p>Read and write simple musical notation.</p> <p>Choose, order, combine and control sounds to create different textures.</p> <p>Use silent beats for effect (rests).</p> <p>Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in a composition.</p> <p>Evaluate and improve their work, explaining how it has improved.</p> <p>Collaborate to create a piece of music.</p>

Year 3 Physical Education		
Games	Movement & Athletics	Swimming, Outdoor & Adventure
<p>Know where a space is and move into it avoiding defenders.</p> <p>Keep the ball under control.</p> <p>Use correct technique to hold a stick (i.e hockey or lacrosse).</p> <p>Dribble and pass a ball using stick, hands or feet.</p> <p>Show signs of approaching a player to tackle and cause pressure.</p> <p>Tap the ball off the racket (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc.)</p> <p>Tap the ball back and forth to a partner.</p> <p>Begin to tap a ball over a net.</p> <p>Stand in a ready position holding racket correctly.</p> <p>Change from ready position before tapping the ball to a partner and remain in balance.</p> <p>Throw and catch under pressure.</p> <p>Use fielding skills to stop the ball effectively with feet or hands.</p> <p>Return and control the ball either when sending it off a tee or when a ball is bowled.</p> <p>Begin to work as a team and employ tactics in order to beat another team.</p> <p>Play simple games and apply some rules to the games.</p>	<p>Use a greater number of own ideas for movement (roll, jump, balance, travel) in response to a task.</p> <p>Combine arm actions with skips, leaps, steps, jumps &amp; spins in travel.</p> <p>Travel while using various hand apparatus (ribbon, hoop, rope, ball).</p> <p>Know principles of balance and apply them on floor &amp; apparatus.</p> <p>Climb and dismount apparatus safely; start to 'spot' peers effectively.</p> <p>Change speed, direction, level and rhythm with control and coordination.</p> <p>Respond to music by creating a sequence showing mood and/or feeling.</p> <p>Perform a pair/group dance utilising canon and unison, meet and part.</p> <p>Give and respond to peer feedback to improve. Identify appropriate pace for different running distances, using a good technique.</p> <p>Understand the concept of a relay race and passing the baton.</p> <p>Improve their throwing technique over greater distances using a range of equipment i.e bean bags, balls, javelin.</p>	<p>Tie four different knots</p> <p>Create a shelter using natural materials</p> <p>Create a shelter using supplied materials</p> <p>Prepare for and complete a trek of at least 2.5km</p> <p>Experience river features including lock, weir, bridges, ford</p> <p>Understand water safety including beaches and lifeguard flags</p> <p>Complete individual challenges.</p> <p>Swim England School Swimming &amp; Water Safety Award Level 4</p>

## Year 3 PSHE

We use 'Jigsaw' as a whole-school approach as it embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Headings indicate the themed content with further details available through our subscription to the web resource.

<b>Being Me In My World &amp; Celebrating Difference</b>	<b>Dreams and Goals &amp; Healthy Me</b>	<b>Relationship &amp; Changing Me</b>
<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' Perspectives</li>   <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li>   <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li>   <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Year 3 Religious Education

Old Testament	New Testament	Other Faiths
<p><u>People of God</u> – Children will learn that:</p> <p>The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them and Bible stories show how God keeps his promises.</p> <p>The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</p> <p>Christians believe that, through Jesus, all people can become the People of God.</p>	<p><u>Incarnation/God</u> - Children will learn that:</p> <p>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</p> <p>Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p> <p><u>Salvation</u> - Children will learn that:</p> <p>Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection.</p> <p>Christians today trust that Jesus really did rise from the dead, and so is still alive today.</p> <p><u>Kingdom of God</u> - Children will learn that:</p> <p>Christians believe that Jesus inaugurated the ‘Kingdom of God’ — i.e. Jesus’ whole life was a demonstration of his belief that God is king, not just in heaven but here and now. (‘Your kingdom come, your will be done on earth as it is in heaven’.)</p> <p>Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus’ invisible Kingdom visible by living lives that reflect the love of God.</p> <p>Christians celebrate Pentecost, as the beginning of the Church.</p> <p>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p><u>Sikhism</u> - Children will learn that:</p> <p>Sikhs live out their faith by serving others.</p> <p>Sikhs worship and what they believe is important.</p> <p>Different activities take place in the Gurdwara and why it is an important place for its local community.</p> <p>Sikhs celebrate the festival of Vaisakhi and why it is important to them.</p> <p>They can discuss different reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</p>