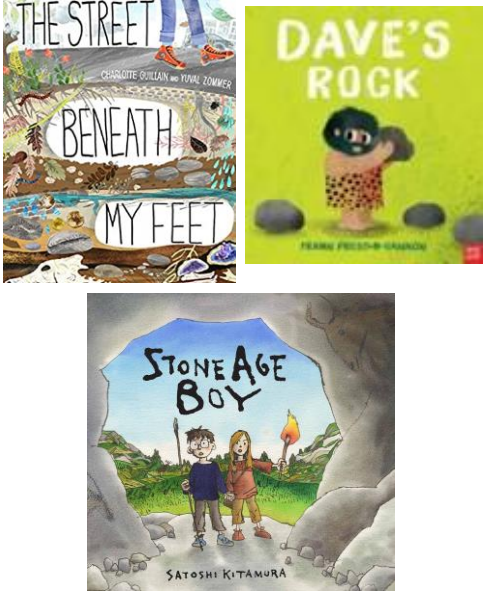
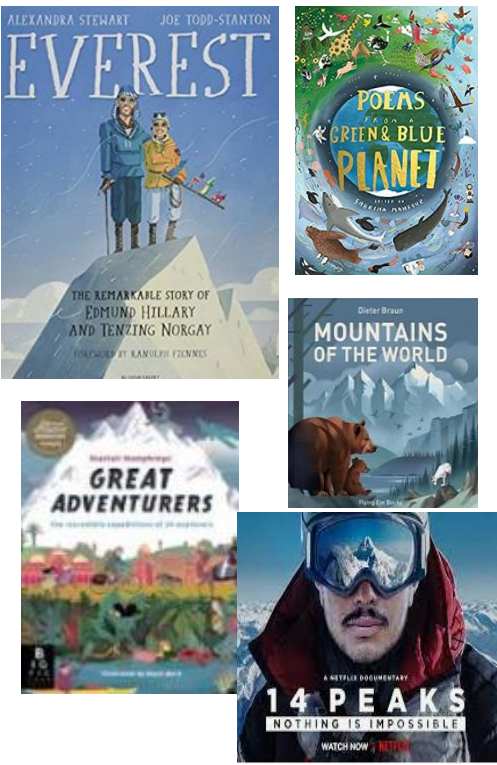
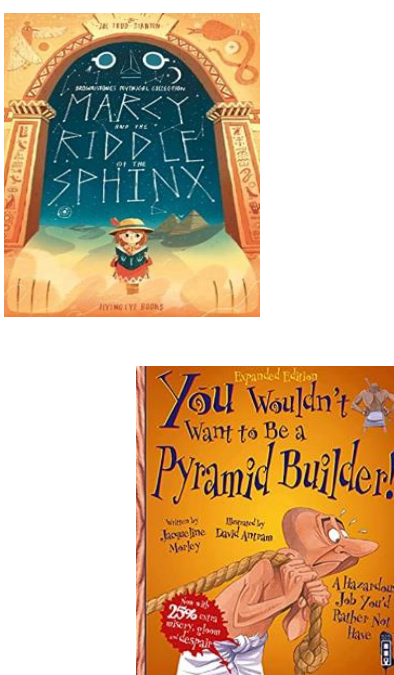

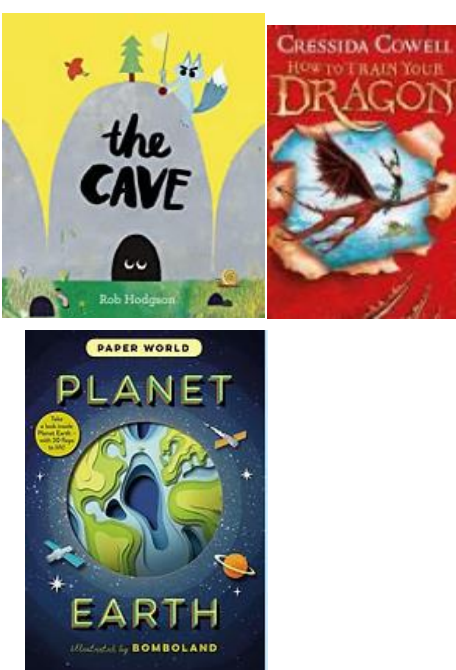


Year 3 Curriculum Offer for 2022-2023

Year Group: 3



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 Weeks	7 weeks and 2 days	5 weeks 2 days	5 weeks	6 weeks	6weeks 3 days
Stone Age	Majestic Mountains	Why did the Egyptians build pyramids?	Plant Power	Don't Tell Titus	Caves, Chasms and Dragons!
					
Above and Beyond opportunities for our children in Year 3...					
The Big Start Stone Age Day	Clip 'n' Climb Ilkley Joe Drury Survival Skills	Leeds City Museum – Egyptian Workshop Money Week Poetry Week Well-being week	Secret Garden Harlow Carr Church visit	Saltaire Visit Tony Bullock – Art Masterclass	Stump Cross Caverns Rose Day
Writing					



Our children will

Write a postcard home from the Stone Age, describing what has been seen.	Write the biography of Tenzing Norgay after studying the features of a biography.	Narrative writing - Write the end of the story – Marcy and the Riddle of the Sphinx	Write setting decription of your garden design.	Write a diary entry as Oliver Twist	Create an information page about caves and chasms, using technical vocabulary and describing the features.
Write instructions for making edible soil. (Science)	Poem to add to Poems from a Green and Blue Planet (Mountain theme)	Poem for poetry week.	Write a Trip Advisor Review or Harlow Carr	Create a tourism leaflet to advertise Saltaire	
Narrative writing – based on Stone Age Boy					Narrative writing – based on The Cave

Reading



Our children will...

VocabularyInferPredictExplainRetrieveSummarise

Find and explain the meaning of words in context

Make and justify inferences using evidence from the text

Predict what might happen from the details given and implied

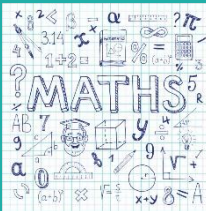
Explain how different aspects of the text affect the reader

Retrieve and record information directly from the text



Summarise the key information and events from the text

Decode new words and work out the meaning by reading around the word	Listen attentively to a longer and a wider range of texts	Summarise paragraphs and short texts	Make inferences about a range of different texts.	Explain and discuss their understanding of books, poems and other material and prepare readings for performance and show understanding through volume, tone, intonation and action.	Ask self-directed questions to deepen their understanding of a text.
Read a wide range of text types and discuss the patterns and structures (fiction, poetry, plays, myths, legends and non-fiction/reference text books.)	Orally retell what they have read.	Read for a range of different purposes.			Answer the question stems on a range of different texts.

Maths



Our children will develop their skills in...


Place Value Addition / Subtraction	Multiplication / Division	Length / Perimeter	Fractions A Mass and Capacity	Fractions B Money	Time Shape Statistitcs
<div>Science</div> <div></div> <div>Our children will...</div>					
<div>Rocks and Soils</div> <div>Our children will.....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</div>	<div>Animals including humans</div> <div>Our children will..... Identify that humans and some animals have skeletons & muscles for support, protection & movement Consider what would happen without skeletons</div>	<div>Forces and Magnets</div> <div>Our children will..... 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</div>	<div>Plants</div> <div>Our children will 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.</div>	<div>Plants Continued...</div> <div>Growing plants...</div>	<div>Light</div> <div>Our children will 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</div>
<div>Art</div> <div></div> <div>Our children will...</div>					

<p>Our children will....</p> <p>Drawing –Cave Art</p> <p>Differentiate between a range of media, make comparisons between effects</p> <p>Plan and begin to further develop own ideas</p> <p>Investigate tone by drawing light to dark lines</p> <p>Understand that producing patterns gives textures</p> <p>Study the work of famous artists</p> <p>USING SKETCHBOOKS</p> <p>Records observations and uses them to review and revisit ideas.</p> <p>Develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.</p> <p>Incorporates previously learned techniques, line, shape, appropriate use of colour</p> <p>Textiles: Sewing – Stone Age clothing.</p> <p>Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc</p> <p>Selects and arranges materials for a striking effect.</p> <p>Ensure work is increasingly precise.</p> <p>Shapes and stitches materials.</p>	<p>Our children will....</p> <p>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Mountainous Landscapes</p> <p>Experiencing painting with smaller brushes, developing brush control.</p> <p>Explore what happens when secondary colours are mixed including tones and shades</p> <p>Know how to mix brown paint by mixing primary colours together. Be able to create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Explain ideas of how artists have used colour, pattern and shape. Know how to create a piece of art in response to the work of an artist</p> <p>Experiments with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Names different types of paint and their properties. Works on a range of scales e.g. large brush on large paper etc.</p>	<p>(DT Project)</p>	<p>Our children will.....</p> <p>Printing - leaves flowers and gardens</p> <p>Artisits Studied: David Hockney</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>To explore pattern and shape, creating designs for printing</p> <p>Demonstrate understanding and precision when they have opportunities to.</p>	<p>Our children will...</p> <p>improve their mastery of art and design techniques, including sculpture, with a range of materials</p> <p>Sculpting... Titus salt’s Head (Bust)</p> <p>Use a variety of materials, inc. newspaper, foil, clay, natural materials, to create sculpture.</p> <p>Know the names of the tools and materials they have used.</p> <p>Develop skills in design and evaluation</p> <p>Learn to experiment with a range of textures, using tools and techniques.</p> <p>Joins clay adequately and work reasonably independently.</p> <p>Constructs a simple clay base for extending and modelling other shapes.</p> <p>Makes a simple papier mache object.</p> <p>Plans, designs and makes models</p>	<p>Our children will.....</p> <p>improve their mastery of art and design techniques, including sculpture, with a range of materials</p> <p>Artisits Studied: Barbara Hepworth</p> <p>Have some awareness of three dimensional shape and shade.</p> <p>Further develops drawing skills using a broader variation of media, e.g. charcoal, range of pencil type.</p> <p>Use clay to sculpt and design a 3D model dragon’s eye</p> <p>Use a variety of materials, inc. newspaper, foil, clay, natural materials, to create sculpture.</p> <p>Know the names of the tools and materials they have used.</p> <p>Develop skills in design and evaluation</p> <p>Learn to experiment with a range of textures, using tools and techniques.</p> <p>Joins clay adequately and work reasonably independently.</p> <p>Constructs a simple clay base for extending and modelling other shapes.</p> <p>Makes a simple papier mache object.</p> <p>Plans, designs and makes models</p>
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Geography


As Geographers we will:




<div>Design and Technology</div> <div></div> <div>Our children will...</div>					
<div>Designing Stone Age Clothing</div> <div><ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.• 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 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.</div>		<div>Design and make an Egyptian Shaduf</div> <div><ul style="list-style-type: none">• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.• 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 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.</div>		<div>Making a Gruell Great!</div> <div><ul style="list-style-type: none">• Select from and use a wider range of tools and equipment to perform practical tasks accurately.• 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</div>	
<div>Computing</div> <div></div> <div>https://teachcomputing.org/curriculum/key-stage-2</div> <div>Our children will...</div>					
<div>Computing systems and networks – Connecting computers</div> <div>Learbners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. Start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.World Wide Web.</div>	<div>Creating media – Animation</div> <div>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</div>	<div>Desktop publishing</div> <div>During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and</div>	<div>Data and information – Branches Databases</div> <div>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</div>	<div>Programming A – Sequence in music</div> <div>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner.</div>	<div>Programming B – Events and actions</div> <div>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit</div>

		images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world..		Learners also apply stages of program design through this unit.	concludes with learners designing and coding their own maze tracing program.
Character and culture (R.E. P.S.H.E, R.S.E.) 					
Our children will ask...					
<p>How can we be a good friend?</p> <p>Our children will learn...</p> <ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p><u>R.E</u> What is Spirituality and how do people experience this?</p> <p><u>British Values</u> Respect</p> <p><u>Celebrations</u> Harvest Festival, Halloween, Black History Month, rosh hashanah</p>	<p>What keeps us safe?</p> <p>Our children will learn...</p> <ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) how to react and respond if there is an accident and how to deal with minor injuries e.g. 	<p>What are families like?</p> <p>Our children will learn...</p> <ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe <p><u>R.E</u> What do the creation stories tell us?</p> <p><u>British Values</u> Rule of Law New Year resolutions</p> <p><u>Celebrations</u> Epiphany, Holocaust Memorial Day, Chinese</p>	<p>What makes a community?</p> <p>Our children will learn...</p> <ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them <p><u>R.E</u> What do Christians believe about a good life?</p> <p><u>British Values</u> Individual Liberty</p> <p><u>Celebrations</u> Children's Mental Health Week, Safer Internet Day, International Women's Day Lent, Easter, Ramadan</p>	<p>Why should we eat well and look after our teeth?</p> <p>Our children will learn...</p> <ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care <p><u>R.E</u> How do Jews remember God's covenant with Abraham and Moses?</p> <p><u>British Values</u> Democracy</p> <p><u>Celebrations</u> St Georges day, Vaisakhi (Sikh Festival), Vesak (Buddha Day) Mental Health Awareness Week</p>	<p>Why should we keep active and sleep well?</p> <p>Our children will learn...</p> <ul style="list-style-type: none"> how regular physical activity benefits bodies and feelings how to be active on a daily and weekly basis - how to balance time online with other activities how to make choices about physical activity, including what and who influences decisions how the lack of physical activity can affect health and wellbeing how lack of sleep can affect the body and mood and simple routines that support good quality sleep how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried <p><u>R.E</u> Consolidation of all RE units. RSE and Transition work in preparation for the next year group.</p>

	<p><i>scratches, grazes, burns</i></p> <ul style="list-style-type: none"><i>what to do in an emergency, including calling for help and speaking to the emergency services</i> <p><u>R.E</u> Who can inspire us?</p> <p><u>British Values</u></p> <p>Tolerance</p> <p><u>Celebrations</u> World Kindness Day, Anti-Bullying Week Diwali, Christmas, Hannukah</p>	New Year Money Week			
<p>P.E.</p> 					
<ul style="list-style-type: none">OAA <p>Describe their work and the strategies they use to solve problems</p> <ul style="list-style-type: none">Independently identify factors needed to complete a task <p>Use acquired skills to create maps and directions</p> <p>Identify and use symbols on a map to navigate</p> <p>Play competitively and fairly implementing the rules</p> <p>Participate safely, considering others Perform with strength, stamina and endurance in more physical tasks</p> <p>Lead others and be led Can work with others to solve problems</p>	<p>Gymnastics</p> <ul style="list-style-type: none">Modify actions independently using different pathways, directions and shapesIdentify similarities and differences in sequencesPerform sequences with contrasting actionsPerform a range of increasingly challenging actionsShow strength and flexibility to shapes and actions being performedRemember and repeat sequencesBegin to show fluency in sequences and movement patternsAdapt basic sequences to include some apparatusDevelop body management over a range of floor exercisesComment on others gymnastics sequences describing what they did wellCan suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle <p>Dance</p> <ul style="list-style-type: none">Contribute ideas to the structure of the danceCreate basic actions as an individual and working with a partnerDescribe using appropriate language the features of dances performed by others	<p>Invasion Games</p> <ul style="list-style-type: none">Recognise when you need to defendEmploy tactics to put opponents under pressureBeing aware and able to undertake the demands different positions to support both attack defenceSend and receive a ball with some consistency to keep possessionSometimes move into space to receive the ballUse recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for footballCan recall and show at least two key teaching points of a learned skillPlay using basic rules of recognised game e.g. hockey or footballShoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketballShow support, encouragement and good sportsmanshipWork as part of a team to attack towards a goal	<p>Net and Wall</p> <ul style="list-style-type: none">Keep count/score of a gameCan discuss the different type of shots that may be used in a variety of situationsServe to begin a gamePlay a continuous game using: throwing and catching or some simple hittingCan play within boundariesUse a small range of basic racquet skillsMove towards a ball/shuttle to return over a line/netPlay over a netShow engagement in rallying activities to improve and progressWork with a partner to play in a doubles game	<p>Athletics</p> <ul style="list-style-type: none">Take part in basic scoring of different eventsWhen questioned, show understanding of their individual role in team relay performanceCompete with others and record pointsLink running and jumping activities with some fluency and consistencyControl movements and body actions in response to specific instructionsJump for height and distance with control and balanceRun at different speeds according to event and instructionThrow a variety of objects using different recognised throwsThrow more accurately and over greater distancesRun as part of a relay teamIdentify how to improve own and others work and be tactful	<p>Striking and Fielding</p> <ul style="list-style-type: none">Adhere to some basic rules of recognised games such as rounders or cricketExplain how fielders work together to restrict batters runsApply simple tactics to choose where to hit the ballStrike a ball with some consistencyDevelop skills to use in isolation and in competitive play e.g. throwing, catching and bowlingPlay in simplified gamesBowl accuratelyShow ready position to catch a ballStrike a stationary ball (off tee) with some consistencyStrike a bowled ball with some consistencyIdentify how to improve own and others work and be tactfulField as a team to return the ball to the bowler/base effectively

	<ul style="list-style-type: none">• Attempt to perform with a sense of dynamics• Competently include props and other ideas in their dance• Attempt short pieces of improvised dance responding to the structure/theme of the dance• Share and create short dance phrases with a partner and in small groups• Perform a range of recognised dance actions with some confidence e.g. do se do• Perform movements with increased control• Express moods and feelings throughout the dance piece• Can decide with others which floor patterns/pathways to follow				
Music					
					
Performace - Ukulele Listen with attention to detail and recall sounds with increasing aural memory. Use and understand TAB and other musical notations for playing the Ukulele.	Listening and Appraising Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Performace - Ukulele Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand TAB and other musical notations for playing the Ukulele.	Listening and Appraising Develop an understanding of the history of music I can describe the different purposes of music throughout history and in other cultures.	Performace - Singing Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand TAB and other musical notations for playing the Ukulele to compose a piece of music.	Musical Activities I can practise, rehearse and present performances with an awareness of the audience. I can communicate ideas, thoughts and feelings though simple musical demonstrations. I can offer helpful and thoughtful comments and feedback to others after watching a performance or recording I can follow the leader/conductor and respond appropriately.
Country/folk	Pop	Classical	Jazz	Musicals	Rock
Moden Foreign Languages					

					
J'Apprends Le Français	Les Animaux	Les Couleurs Et Les Nombres	Les Fruits	Les Formes	Les glaces
Across the year , we will...					
Speaking		Listening		Writing	
Understand a few familiar spoken words and phrases –e.g. <ul style="list-style-type: none">teacher’s instructionsdays of the weeka few words in a songcolours/numbers		Say and/or repeat a few words and short simple phrases – e.g. <ul style="list-style-type: none">what the weather is likenaming classroom objects Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.		Recognises and reads out a few familiar words or phrases – e.g. <ul style="list-style-type: none">from stories and rhymeslabels on familiar objectsthe date Use visual clues to help with reading.	
Intercultural Understanding:					
Understand and respect that there are people and places in the world around me that are different to where I live and play.					
Understand that some people speak a different language to my own.					