

SUBSTANTIATING THE WIDER CURRICULUM

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 3**

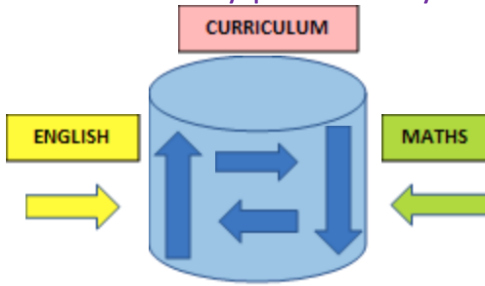

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> Place key events from the periods studied on a timeline. Know about Stone Age Britain - its people, farming, culture, technology, and identify how life changed through the Bronze Age and Iron Age. Know when the civilisation of Ancient Egypt was and explain how we know about life in Ancient Egypt. Explain some of the key people and events from Ancient Egypt. Use artefacts to find out about the past. Explain the impact of the Romans on Britain and the legacy they left behind Give reasons for Boudicca's rebellion and explain her legacy. Understand the term chronology. Make deductions about the past from a source. Understand the difference between primary and secondary sources. 	<ul style="list-style-type: none"> Name the layers of the Earth. Explain how volcanoes are formed and what happens when a volcano erupts. Explain why earthquakes occur. Explain the importance of the River Nile and how it impacted life in Ancient Egypt. Identify the human and physical features of Europe and compare a place in eastern Europe with Nuneaton. Use maps and atlases to locate countries and cities. Use symbols, keys and four-figure grid references to identify features on a map. Describe how latitude influences climate and landscape. Use the eight points of a compass. Describe land use in urban and rural areas of the UK and the local area. Analyse evidence and begin to draw conclusions. 	<ul style="list-style-type: none"> Use pencil to shade in different ways (dots, cross hatching, lines) Choose colours that complement each other & to mix colours to create a new tint or tone. Use a range of brushes to create different effect/ can show facial expression in art Use a range of different materials to print with and onto Explain similarities & differences between different artists & how it makes me feel Using IT to create art which uses my own work as well as that of others & use digital media 	<ul style="list-style-type: none"> Prove my design meets some set criteria. Follow a step-by-step plan, choosing the right equipment and materials. Design a product so that it looks attractive. Choose a textile for both its suitability and its appearance. Select the most appropriate tools and techniques for a given task. Make a product which uses both electrical and mechanical components. Work accurately to measure, make cuts and make holes. Say how food ingredients come together.
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
PLANTS: (vocabulary in bold) <ul style="list-style-type: none"> Name a variety of common wild and garden plants, inc. deciduous & evergreen trees. Identify & describe basic plant structure inc. trees – root, branch, trunk, leaf, petal, stem. ANIMALS INCLUDING HUMANS: <ul style="list-style-type: none"> Identify & name a variety of animals inc. fish, amphibians, reptiles, birds and mammals Carnivores, herbivores, omnivores Describe & compare structure of animals inc. humans – fish, amphibians, reptiles, pets ROCKS: <ul style="list-style-type: none"> Compare & group different kinds of rocks. How fossils formed & soil is organic matter LIGHT <ul style="list-style-type: none"> Properties of light, danger of direct sunlight, Understand Reflection and shadows 	READING <ul style="list-style-type: none"> Read a range of fiction, poetry, plays & non-fiction texts. Discuss the texts that I read. Read aloud and independently, taking turns and listening to others. Explain how non-fiction books structured in different ways and use effectively. Use a dictionary to check meaning of words. Describe some of the different types of fiction books. Ask relevant questions to get a better understanding of a text. Predict and draw inferences on what might happen based on the details I have read. SCIENCE (Continued): FORCES AND MAGNETS <ul style="list-style-type: none"> Magnetic forces - how magnets repel and attract each other. Magnetic fields 	WRITING <ul style="list-style-type: none"> Use conjunctions (when, so, before, after, while, because) Use adverbs and prepositions, (e.g., before, after, during, in, because of). Experiment with adjectives create impact. Correct use of verbs in 1st, 2nd & 3rd person. Use perfect form of verbs to mark relationships of time and cause. Use inverted commas to punctuate direct speech. Group ideas into basic paragraphs. Write under headings and sub-headings. Write with increasing legibility, consistency and fluency 	MATHS <ul style="list-style-type: none"> Compare & order numbers to 1000 & read/ write numbers to 1000 in numerals & words. Count from 0 in multiples of 4, 8, 50 & 100. Recognise value of each digit in 3-digit num. Count in tenths, find fractional values, and add /subtract with common denominator. Derive, recall, facts for 3, 4 and 8x tables. Add/subtract mentally 1 & 2-digit numbers, up to 3-digits using formal written methods. Write & calculate mathematical statements using the 2x, 3x, 4x, 5x, 8x and 10x tables. Identify right angles, compare other angles, whether greater/smaller than a right angle. Tell time to the nearest minute -use specific vocabulary, including seconds, am & pm.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3

Would you prefer to live during the Stone Age or Iron Age?	What if the ground started to move?	What if you lived in Ancient Egypt?	What if you lived in a different country?	What if the Romans had never invaded Britain?	What if you were a town planner for Nuneaton?
--	-------------------------------------	-------------------------------------	---	---	---

<ul style="list-style-type: none"> Changes from Stone Age to Iron age. Neolithic hunter- gatherers early farmers – Scara Brae Bronze age – religion, technology, travel- Stonehenge Iron age hill forts, tribal kingdoms, farming, art etc. 	<ul style="list-style-type: none"> What causes Earthquakes - tectonic plates, Earthquake ‘zones’ – link to Tsunami’s What is a Volcano? - structure – Vesuvius and Pompeii, Mount St. Helens. 	<ul style="list-style-type: none"> The achievement of the Ancient Egyptians – Context of Ancient Egypt – early civilisation. River Nile, Pyramids, Valley of the Kings. Gods & beliefs, farming, art, culture. Pharaohs -Tutankhamun 	<ul style="list-style-type: none"> Building on KS1 continents, oceans, Arctic circle, Poles Major mountain ranges, deserts, rivers, climate zones, Tropics, countries, cities, landmarks. Compare two locations (Nuneaton & Eastern Europe Chernobyl nuclear disaster 	<ul style="list-style-type: none"> Britain before the Romans Roman army Rise of the Roman Empire Boudicca’s rebellion Romanisation of Britain Roman Legacy 	<ul style="list-style-type: none"> Physical and man-made landscape of the local area – rivers, mountain ranges, major cities/towns, Motorways Industry etc., My local area within UK Mapping my locality –e.g. shops, industry, transport.
---	---	---	---	--	---

SUBSTANTIATING THE WIDER CURRICULUM **YEAR 3**

EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	GAMES	HISTORY	GEOGRAPHY	<ul style="list-style-type: none"> ❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary 
<ul style="list-style-type: none"> Sing a tune with expression. Play clear notes on instruments. Use different elements in my composition. Create repeated patterns Compose melodies and songs. Create accompaniments for tunes. Combine different sounds to create a specific mood or feeling. Use musical words to describe a piece of music and compositions. Use musical words to describe what I like and do not like about a piece of music. Identify work of one famous compose Improve my work -how it has been improved 	<ul style="list-style-type: none"> Throw and catch with control. Aware of space and use it to support team-mates and to cause problems for the opposition. Know and use rules fairly. GYMNASTICS <ul style="list-style-type: none"> Adapt sequences to suit different types of apparatus and criteria. Explain how strength and suppleness affect performance. Compare and contrast gymnastic sequences 	Prehistoric, Palaeolithic, Mesolithic, Neolithic periods. Ice age, Stone Age Iron Age, Bronze Age. BC and AD. Skara Brae, Stonehenge/Lascaux. Celts, hill fort, round house. Ancient Egypt, Cairo, Pyramid, Sphinx, Valley of the Kings, River Nile, Afterlife, Pharaoh, sarcophagus. Roman Empire, republic, invade, conquest, rebellion, legacy	Crust, Mantle, Core. Volcano, active, dormant, extinct. Earthquake, tremor, Richter Scale, epicentre, tsunami. Human and physical features. Latitude. Sketch map, key, symbol, scale. Cartographer. Land use, urban, rural. Population, agriculture.	CULTURAL CAPITAL
LANGUAGES (MFL)	VALUES	PSHE JIGSAW		Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their: - Core skills in English and Maths Creativity – Art & Design, DT, Expressive Arts History and Heritage – History, Cultural heritage Understanding the World – Geog., Current Affairs Discovery – Science, Technology/Computing Values and Personal Skills – inc. British Values. Courageous Advocacy* – subsume aspects of CA into the Year 3 wider curriculum themes: -
<ul style="list-style-type: none"> Name and describe people and places. Name and describe an object. Have a short conversation saying 3-4 things. Give a response using a short phrase. Start to speak in sentences. Read and understand a short passage using familiar language. Explain the main points in a short passage. Read a passage independently. Use a bilingual dictionary or glossary to look up new words. Write phrases from memory. Write 2-3 short sentences on a familiar topic. Say what I like/dislike about a familiar topic. I can write phrases from memory. 	SCHOOL VALUES: Y1 <ul style="list-style-type: none"> Listening Speaking Problem Solving Staying Positive CHRISTIAN VALUES: <ul style="list-style-type: none"> Trust Friendship Respect BRITISH VALUES: <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance 	<ul style="list-style-type: none"> Creativity Aiming High Leadership Teamwork Courage Love Kindness 	Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital BEING IN MY WORLD - setting personal goals, self-identify & worth, positivity in challenges, rules, rights & responsibilities, rewards and consequences, responsible choice, seeing others from other perspectives CELEBRATING DIFFERENCES - family differences, how to manage conflict, witnessing & Solving	COMPUTING

DANCE AND DRAMA		
<p>DANCE</p> <ul style="list-style-type: none"> I can improvise freely and translate ideas from a stimulus into movement. I can share and create phrases with a partner and small group can repeat, remember and perform phrases. 	<p>DRAMA</p> <ul style="list-style-type: none"> Participate in performance: - develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters. Use space and grouping, props and different ways to adapt to an audience 	<p>bullying, how words can be hurtful, giving and receiving compliments</p> <p>DREAMS & GOALS- difficult challenges to achieve, dreams & ambitions, new challenges, motivation and enthusiasm, recognising & overcoming obstacles, managing feelings, simple budgeting</p> <p>HEALTHY ME- Exercise, fitness challenge, food labelling & healthy swaps, attitudes towards drugs, keeping safe online and offline, respect myself and others, healthy safe choices</p> <p>RELATIONSHIPS- Family roles and responsibilities, friendship & negotiation, keeping safe online, who to go to for help, being a global citizen, how my choices affect others, how children live different lives, expressing appreciation for family and friends.</p> <p>CHANGING ME- How babies grow, understanding baby's needs, outside body changes, inside body changes, family stereotypes, challenging my ideas, preparing for transition</p>
<p>There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g., Dance through history (Time Travellers) e.g., Tudor dance</p> <p>Visiting a different period in history as Time Travellers – What questions would you ask? Who would you ask them to? (Create a drama role play scenario). Acting out discovery of Tutankhamun's tomb.</p>		<p>Multimedia & Word Processing: evaluate a range of printed and electronic texts, appropriate to task - recognise key features of layout and design.</p> <p>Digital Research: Know that ICT enables access to a wider range of information and tools to help find specific information quickly.</p> <p>Data Handling: Databases -Know that collecting and storing information in an organised way helps them find answers to questions.</p> <p>Programming & Control: Design, write and debug programs that accomplish specific goals.</p> <p>Digital Media: Select, use, combine a variety of software on a range of digital devices</p>