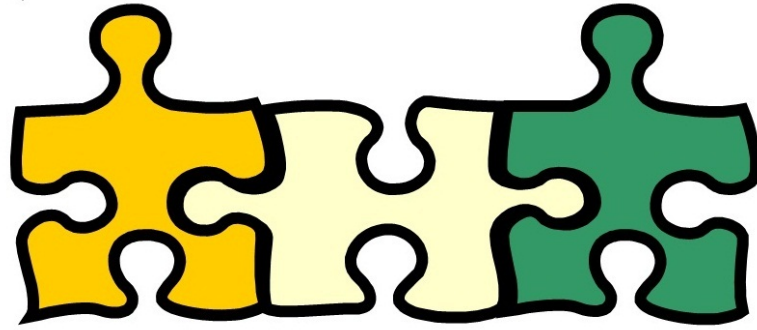


*William Davies*



*Together we achieve more*


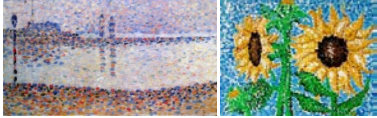

*Year 3*

*Curriculum*

Year 3	<b>How did we begin?</b> <i>(Stone Age Bronze Age Iron Age)</i>	<b>Why do we stay alive?</b>	<b>Did the Romans really leave?</b> <b>(How do we know the Romans were here?)</b>
Y3 English	Traditional Stories Shape Poetry Information Writing	Book Review Haiku Poetry Explanation Writing	Playscripts Riddles & Limericks Letter Writing
Y3 Maths	Maths-no problem! Chapters 1-4	Maths-no problem! Chapters 5-9	Maths-no problem! Chapters 10-14
Y3 Science	<p><b>Rocks</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li><input type="checkbox"/> describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li><input type="checkbox"/> recognise that soils are made from rocks and organic matter.</li> </ul>	<p><b>Plants</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> investigate the way in which water is transported within plants</li> <li><input type="checkbox"/> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Animals, including humans</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Light</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notice that light is reflected from surfaces</li> <li><input type="checkbox"/> find patterns that determine the size of shadows.</li> </ul> <p><b>Forces and magnets</b>            Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li><input type="checkbox"/> observe how magnets attract or repel each other and attract some materials and not others</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> describe magnets as having two poles</li> <li><input type="checkbox"/> predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>

<p style="text-align: center;"><b>Y3 History</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p>Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae  Bronze Age religion, e.g. Stonehenge  Iron Age hill forts: tribal kingdoms, farming</p> <p>Can I place events, people and changes into correct periods of time?</p> <p>Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade?</p> <p>Can I organise, recall and select historical information? (posters, report, presentation. etc)</p> <p>Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?</p>		<p><b>Romans in Britain</b>  <b>The Roman Empire and its impact on Britain.</b></p> <p>Julius Caesar's attempted invasion in 55-54 BC  Roman Empire by AD 42 and the power of its army  Successful invasion by Claudius and conquest, including Hadrian's Wall  Can I place events, people and changes into correct periods of time?  Can I explain that the past is represented in different ways, and can give reasons for this? (Roman and Celt letters)  * Can I use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade?  * Can I identify and describe reasons for the historical events?</p> <p><b>Roman Legacy</b>  Lifestyle and impact on Britain today.</p> <p>Can I research information about the events, people and changes studied from .....?  (E.g. printed sources, pictures and photographs, music.)  Can I ask and answer questions on .....? (E.g. role play, hot seating, quizzes, research etc.)  Can I show my knowledge and understanding of history in a variety of ways by drawing, writing, using ICT or drama?</p>
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<p style="text-align: center;"><b>Y3 Geography</b></p>	<p>Look at and compare the similarities and differences in the areas stone age man settled.</p> <p>Can I use maps/atlas/globes to locate stone age settlements in the UK.?</p> <p>Can I name the capital cities of the UK and find them on a map?</p> <p>Can I identify the key physical features of the counties that make up the U.K? (Mountains, rivers, hills, coast line, etc.)</p>	<p><b>The Local Area – a geography study</b></p> <p>Can I collect information about my local area and present it on a graph?</p> <p>Can I identify the key human characteristics of my local area? (roads, buildings, transport, how have we adapted the area for our needs)</p> <p>Can I use digital mapping (GIS) to describe features of my local area?</p>	<p><b>Mapwork</b></p> <p>Can I identify how the land use has changed over time?</p> <p>Can I identify <b>and compare the physical geography of Italy and the UK?</b></p> <p>Can I compare the human features of Italy and the UK?</p> <p>Can I use maps/atlas/globes to find ...?</p> <p>Can I present the information I have collected about the human geography of...? (Tables, posters, pictures, graphs, verbal presentations etc.)</p>
<p style="text-align: center;"><b>Y3 Computing</b></p>	<p>Giving Instructions using Lego WeDo (NPW)</p> <p>Programming using Scratch (NPW)</p>	<p>Handling data using Junior Viewpoint (NPW)</p> <p>Using the Internet-Welcome to the Web E-safety links. (NPW)</p>	<p>Creating Pictures using Dazzle (NPW)</p> <p>Word Processing using Word (Letter writing – Romans) (NPW)</p>
<p style="text-align: center;"><b>Y3 Art &amp; Design</b></p>	<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught 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].</p>	<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught 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].</p>	<p>Pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Pupils should be taught 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].</p>

	<p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Cave paintings – Lascaux cave, &amp; hand signatures Media- charcoal, paint, chalk. Links to: History</p> 	<p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Artist Study 1/2: George Seurat (pointillism) Links to: Science Media: Paint (acrylic) Sketching pencils</p> 	<p>Pupils should be taught about great artists, architects and designers in history.</p> <p>Roman Mosaics Links to: History Media: card/ Mosaic squares</p> 
<p>Y3 Design Technology</p>	<p>Textiles: Puppets</p> <p>Purpose: To design a new Flintstones character that will be featured in a puppet show.</p> <p>Children can name the original Flintstones characters. Have looked at 'stone age' clothing and jewellery. Have practised sewing skills prior to the design process. Have designed their character. Have finished their character to a good standard.</p>	<p>Food: Sandwiches</p> <p>Purpose: To design a healthy sandwich for Autumn menu.</p> <p>Children have tasted a range of breads, spreads and fillings. Have designed their sandwich. Can say why their sandwich is healthy. Have evaluated their sandwich.</p>	
<p>Y3 P.E.</p>	<p>AUT1</p> <p>Dance Coach</p> <p>Games Handball</p>	<p>SPR1</p> <p>Games Football</p> <p>Gym Pathways VS unit 3</p>	<p>SUM1</p> <p>Gym (coach)</p> <p>Dance Coach</p>

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Y3 Music	Singing Lessons Ukulele Tuition	Singing Lessons Ukulele Tuition	Singing Lessons Ukulele Tuition																		
Y3 P.S.H.E.	Jigsaw Units: Relationships + Dreams and Goals	Jigsaw Unit: Healthy Me	Jigsaw Unit: Being me I my world																		
Y3 R.E.	What do Sikh sayings tell us about Sikh beliefs?  What is the significance of light in religion? (All Faiths)	How did Jesus and Buddha make people think?  How do Jews celebrate their beliefs at home and in the synagogue?	What can we learn about different symbols and signs used in religions? (Christianity, Islam and world views)  How and why do Hindus celebrate Holi?																		
Y3 Visits & visitors	Museum of London (Stone Age)  Pantomime at a theatre	Synagogue Local area walk	Museum of London (Romans)																		
Y3 Experiences	Participating in a school assembly about Diwali.		Swimming																		

Purple indicates new for 2016/17