

The school closures during 2020 meant that the children were being taught remotely rather than in school and appreciate that this may have impacted on learning and understanding. We have adapted our year 3 curriculum to ensure that any gaps in learning from year 2 are addressed throughout the year through careful assessment and re-teaching of key topics.

Year 3 Maths

Counts from 0 in multiples of four, eight, 50 and 100	Can work out if a given number is greater or less than 10 or 100	Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)	Solves number problems and practical problems involving these ideas	"Adds and subtracts numbers mentally, including:	Counts from 0 in multiples of four, eight, 50 and 100	Can work out if a given number is greater or less than 10 or 100
Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones)	Solves number problems and practical problems involving these ideas	Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Recognises, finds and writes fractions of	Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	
Adds and subtracts amounts of money to give change, using both £ and p in practical contexts	Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks		Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle	Interprets and presents data using bar charts, pictograms and tables		

Year 3 Reading					
Develops positive attitudes to reading and understanding of what they read by: 1. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;	2. using dictionaries to check the meaning of words they have read; and	3. identifying themes and conventions in a wide range of books.	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Understands what they have read independently by: 1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and	predicting what might happen from details stated and implied.
Year 3 Writing					
Organises paragraphs around a theme	In narratives, creates settings, characters and plot with clear beginning, middle and end	Proof-reads for spelling and punctuation errors	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box	Expresses time, place and cause using conjunctions, uses adverbs and prepositional phrases	Uses basic punctuation (capital letters, full stops, question marks and commas for lists) Introduces inverted commas to punctuate direct speech
Uses headings and sub-headings to aid presentation	Spells some words correctly from year 3/4 word list, common homophones and irregular plurals		Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'	Maintains legibility, fluency and speed. Letter should be joined mostly correctly and show a clear difference between capital and lower case letters	

Year 3 Science				
Animals, including humans -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	Forces and magnets -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	Rocks -compare and group together different kinds of rocks on the basis of their simple physical properties -recognise that soils are made from rocks and organic matter -describe in simple terms how fossils are formed when things that have lived are trapped within rock.	Plants -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	Working scientifically -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

support, protection and movement.	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	Light -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 a light source is blocked by a solid object -find patterns in the way the size of shadows change	-investigate the way in which water is transported within plants -explore the part of flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	-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.
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Year 3 History

Stone Age to Iron Age Key concept: Civilisations/ society conquest/invasion/settlement Know how to: Secure chronologically knowledge/ Use a range of sources to look for evidence Key questions: Would you have survived the Stone Age? How did farming change from the Stone Age to the Iron Age? What inventions changed life during the Stone Age to the Iron Age? Why did they settle in Skara Brae and not other places? Key vocabulary: Palaeolithic, Mesolithic, Neolithic, nomadic, Stonehenge, roundhouses, weapons, Celts, smithing	The Romans (Boudicca/Caesar) Key concept: Conquest/ Invasion/ settlement Know how to: Enquire/ ask valid questions/ secure chronologically knowledge Key questions: Why did the Romans invade Britain? How did they change Britain? Why do we remember Boudicca? What the Romans did for us lasting legacy? Comparison in civilisations today. Would you rather be a Celt or a Roman? Key vocabulary: Aqueduct, amphitheatre, Colchester, empire, forum, defeat, rebellion, emperor.	Link to Pompeii (Two Weeks then link to Rainforest Topics) Key concept: Civilisations/ society Know how to: Use a range of sources to look for evidence Key questions: What is the evidence of life around the volcano? Why do people live near volcanoes? Key vocabulary: Eruption, erupted, debris, archaeologists, preserved, amphitheatre, aqueduct
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Year 3 Geography

Link to history- Stone Henge Key concept: Settlement/ migration Key location: Skara Brae on Orkney Know how to: Interpret sources of information (maps, diagrams, globes, aerial photographs)	Link to history- Romans- must make links to weather/ Europe Key concept: Space- interactions between places Key location: Roman Empire (now and then) link to weather	A comparison study: Comparing the use of forests around the world/ rainforest v Delamere Key concept: Place- physical/ human Key location: Delamere/ Rainforests
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<p>Key questions: What are the similarities/ differences between Knutsford and Skara Brae? Where is Skara Brae? How would you get there?</p> <p>Key vocabulary: Neolithic, preservation, pre-historic, archaeologists, settlement, circular, excavations, communal, monuments</p>	<p>Know how to: Communicate geographical information through maps, graphs and writing</p> <p>Key questions: What was it like for the Roman Army to travel from Rome to Britain? What route did they take? How long did it take? What would the weather have been like? Where in Britain did they settle?</p> <p>Key vocabulary: forts, roads, aqueducts, migration, tribes, invasion, Britannia, channel,</p>	<p>Know how to: Use simple compass directions and locational/ directional language, collect, analyse and communicate using information gathered first hand</p> <p>Key questions: What is a forest? What are they like? What are they used for? How are they protected?</p> <p>Key vocabulary: biodiversity, botanists, canopy, climate, colony, deforestation, equatorial, evergreen, extinct, habitat, humid, indigenous, temperate, tropical, understorey, vegetation</p>
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Year 3 Design and Technology

<p>Make a Mammoth (milk bottles) Key Concept / Theme: Tool manipulation Key Skill: Use a wider range of tools and equipment to perform practical tasks. Use a wide range of materials and components, including construction materials and textiles.</p>	<p>Baking Roman Bread Key Concept / Theme: Food hygiene, preparation and cookery Key Skill: Prepare healthy and varied dishes. Understand seasonality and where food comes from</p>	<p>Moving monsters- create a new Rainforest animal- Rainforest Diorama Key Concept / Theme: Use varied materials Key Skill: Understand and use mechanical systems in their products. Use a wide range of materials and components, including construction materials and textiles.</p>
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Year 3 Art

<p>Painting: Use of sketchbook for ideas and techniques ie: tertiary colours as well as secondary. Colour mixing: adding water, black and white for tones and shades. Greater detail of shading in paintings and layer colours to build up pictures: light-dark and dark-light. Colour washes in water colours. Show mood in colour and tone. Colour matching tones from the environment.</p>	<p>Drawing: Use of sketchbook using H, HB, B, 2B pencils for more detailed drawings. Experiment with light and shade. Look at hatching and shading of geometric shapes. Use charcoal smudging for light and shade and chalk pastels for outside sketching.</p>	<p>Collage: Mix materials to create texture. Use wax resist, inks and paints for larger scale pieces (Kahlo) Create own effects in collage, layering, dipping, dyeing and staining materials.</p>	<p>Textiles: Use clay and other mouldable materials. Tie dyeing and tapestry techniques.</p>	<p>Printing:</p>	<p>3D: More detail in planning, evaluating and suggesting modifications for work. Use wire, masking tape and mod roc (Iron man,) reproducing 2D in 3D form focusing on colour, light, shade and tone. Clay work.</p>
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Year 3 Computing

<p>Information Technology -To type text into different programs and change its style by applying a range of font effects.</p>	<p>Digital Literacy -To compare digital communication methods, including when they are appropriate to use. -To explain the features of a strong password.</p>	<p>Computer Science- programming -To use logical reasoning to explain how simple algorithms work.</p>	<p>Computer Science- theory -To identify uses of technology beyond school and discuss reasons why they are helpful (e.g. robots and simulations).</p>
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<p>-To create documents and posters by combining text boxes with inserted images.</p> <p>-To paint a picture by combining different brush styles.</p>	<p>-To understand how to stay safe when playing computer games.</p>	<p>-To program a sequence of actions using timings to create a simple animation.</p> <p>-To test, debug and improve programs.</p> <p>-To write code that includes conditional events (e.g. run commands when objects hit).</p>	<p>-To understand how a computer stores data.</p> <p>-To understand the main hardware components of a computer system, including the functions of different input and output devices.</p>
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Year 3 RE			
<p>Essential Content: Christianity</p> <p>-Explain Christians see God as ‘three in one’, (Father, Son and Holy Spirit known as the Trinity).</p> <p>-Describe and suggest reasons why Christians call Jesus ‘Saviour’ using references from key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus & Easter.</p> <p>-Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love & forgiveness stories, ‘The Parable of the Good Samaritan’, ‘The Parable of the Prodigal Son’, ‘The Parable of the Sower’, ‘The Lord’s Prayer’).</p>	<p>Essential Content: Islam</p> <p>-Explain how Muslims describe Allah, eg using 99 names.</p> <p>-Know all Muslims believe Muhammad (pbuh) to be a ‘messenger of ‘God’, (Prophet of God).</p> <p>-Recognise a Qur’an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of ‘Allah’ (God).</p> <p>-Make a link between two Muslim artefacts (e.g. Qur’an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.</p> <p>-Explain how Muslims organisations help people in need.</p>	<p>Essential Content: Judaism</p> <p>-Describe three key ways in which Jews celebrate. Explain why at least one festival is important, e.g. Passover; Yom Kippur or Rosh Hashanah.</p> <p>-Explain the key events in a Jew’s life (e.g. Bat/Bar Mitzvah) and suggest why they are important to Jews.</p>	<p>Cross Religious/Non-Religious Viewpoints</p> <p>-Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies.</p> <p>-Compare and contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives</p>

Year 3 Relationships and Health Education

Relationships

<p>Families and people who care about me</p> <p>-To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>-that stable, caring relationships, which may be of different types are at the heart of happy families, and are important for children’s security as they grow up</p>	<p>Caring Friendships</p> <p>- How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>-to recognise ways in which a relationship can be unhealthy and who to go to if they are worried.</p>	<p>Respectful Relationships</p> <p>-The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs</p> <p>The conventions of courtesy and manners</p>	<p>Online Relationships</p> <p>-Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>That the same principles apply to online relationships, including the importance of respect for others online including when we are anonymous</p>	<p>Being Safe</p> <p>-How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p>
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Physical Health and Mental Wellbeing

<p>Mental Wellbeing</p> <p>-that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p>	<p>Internet Safety and Harms</p> <p>-that their actions affect themselves and others</p> <p>-Where and how to report concerns and get support with issues online</p>	<p>Physical Health and Fitness</p> <p>- The characteristic and mental and physical benefits of an active lifestyle</p>	<p>Healthy Eating</p> <p>- to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p>	<p>Health and Prevention</p> <p>- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>	<p>Basic First Aid</p> <p>-How to make a clear and efficient call to emergency services if necessary</p>
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Year 3 MFL

<p>I can say my name and ask someone their name.</p> <p>I can say ‘hello’ and ‘goodbye’.</p> <p>I can say my age and ask someone their age.</p> <p>I can count from 1-10.</p> <p>I know words for people in my family.</p> <p>I know the letter sounds j, u, ère</p> <p>I can tell someone how I am feeling.</p> <p>I can say a poem and sing a song in French.</p>	<p>I know about playground games in France.</p> <p>I can say which playground game I prefer.</p> <p>I can understand which playground games my friends prefer.</p> <p>I can count from 1-10.</p> <p>I can count from 11-20.</p> <p>I can sing songs with numbers</p> <p>I know the letter sounds é, er, ez</p> <p>I can sing and perform a rhyme in French.</p>	<p>I can wish someone a ‘happy birthday’, in French.</p> <p>I can say which month my birthday is in, in French.</p> <p>I know a little about how children in France celebrate their Birthday.</p> <p>I can understand the months of the year in French.</p> <p>I can say the months of the year in French.</p>	<p>I can understand a simple story told in French.</p> <p>I can read words for colours in French.</p> <p>I can order coloured cards correctly.</p> <p>I can ‘Sing a Rainbow’ in French.</p> <p>I can sing ‘Heads, Shoulders, Knees and Toes’ in French.</p> <p>I know the sounds for é, er,ez j/ge, ère/aire</p>
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I know three things about France.		<p>I know the sounds for é, er,ez j/ge, ère/aire</p> <p>I know lots of 'praise' words in French.</p> <p>I know some activities in French.</p> <p>I can say how good I am at doing activities.</p>	<p>I can recognise parts of the body to play 'Jacques a dit'.</p> <p>I can label parts of the body in French.</p>
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Year 3 PE				
<p>Games</p> <ul style="list-style-type: none"> - Throw and catch with control and accuracy - Strike a ball with control (e.g. using hands with tennis racket or feet with football) -Maintain possession of the ball (eg: with feet, hockey stick or hands, or whilst playing Lacrosse) - Continue to develop tactics which will help your team -Pass to team mates at appropriate times - Lead others within a game 	<p>Dance</p> <ul style="list-style-type: none"> - Plan, perform and repeat sequences - Move in a clear and fluent manner - Refine movements into sequences - Change speed and levels within a performance - Choose movements to communicate a mood, feeling or idea. - Develop physical strength and suppleness by practicing moves and stretching - Use styles from different cultures (e.g. Bollywood and African dances) 	<p>Gymnastics</p> <ul style="list-style-type: none"> - Swing and hang from equipment safely - Plan, perform and repeat sequences - Move with more accurate control and awareness of space -Refine movements into sequences - Show changes of direction, speed and level during a performance - Hold a position whilst balancing on different points of the body - Stretch and Curl to develop flexibility - Jump in a variety of ways and land with increasing control and balance - Travel in a variety of ways, including flight, by transferring weight to generate power in movements 	<p>Swimming (these objectives continue in Y4)</p> <ul style="list-style-type: none"> - Swim over 100 metres unaided - Coordinate leg and arm movements - Swim at the surface and below the water - Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming - Swim fluently with controlled strokes -Turn efficiently at the end of a length 	<p>Athletics</p> <ul style="list-style-type: none"> - Sprint over a short distance of up to 60 metres - Run over a longer distance, conserving energy in order to sustain your performance - Use a range of throwing techniques (under/ over arm) - Compete with others and aim to improve personal best performances