

Curriculum Overview for Year 3



English - Reading

End of Key Stage objectives:

Pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

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 books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

UNDERSTAND WHAT THEY READ, IN BOOKS THEY CAN READ INDEPENDENTLY, BY:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3 key skills coverage:

Pupils will:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, to including dis-, mis-, in-, il-, im-, ir-, -ly, with reference to English Appendix 1.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.
- Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.
- Maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways.
- Maintain positive attitudes to reading and understanding of what they read by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what they read by identifying themes in books.

- Maintain positive attitudes to reading and understanding of what they read by reading aloud poems and perform play scripts.
- Maintain positive attitudes to reading and understanding of what they read by discussing words that capture the reader's interest and imagination.
- Understand what they read by checking that the text makes sense to them, discussing their understanding of words.
- Understand what they read by asking questions to improve their understanding of a text.
- Understand they read by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what they read by predicting what might happen from details stated.
- Understand what they read by identifying main ideas drawn from within one paragraph and summarise these.
- Understand what they read by identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech.
- Retrieve and record information from non-fiction.
- Participate in reasoned discussion about books, poems and other materials that are read to them and those they can read for themselves taking turns and listening to what others say.
- Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.
- Participate in discussion about both books that are read to them and those that can be read for themselves, taking turns and listening to what others say.

English - Writing and Handwriting

End of Key Stage objectives:

Pupils will be taught to:

PLAN THEIR WRITING BY:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

DRAFT AND WRITE BY:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

EVALUATE AND EDIT BY:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials

INDICATE GRAMMATICAL AND OTHER FEATURES BY:

- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech
- Proofread for spelling and punctuation errors
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Year 3 key skills coverage:

Pupils will:

- Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary.
- Plan their writing by discussing and recording ideas within a given structure.
- Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Draft and write narratives, creating settings, characters and plot.
- Draft and write non-narrative material, using headings and sub-headings to organise texts.
- Evaluate and edit by assessing the effectiveness of their own writing.
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.
- Proof-read for spelling and punctuation errors - including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

English - Grammar and Spelling

End of Key Stage objectives:

Pupils will be taught to:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Year 3 key skills coverage:

Pupils will:

- Use the prefixes un-, dis-, mis-, re-, pre-.
- Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.
- Use the suffix -ly.
- Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.
- Spell words with endings which sound like 'zhun' e.g. division, decision.
- Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.
- Spell words that are often misspelt with reference to English Appendix 1.
- Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.
- Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.
- Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.
- Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.
- Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Form nouns using a range of prefixes e.g. super-, anti-, auto-.
- Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.
- Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
- Begin to use paragraphs as a way to group related material.
- Use headings and sub-headings to aid presentation.
- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
- Begin to use inverted commas to punctuate direct speech.
- Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter, vowel, vowel letter. Inverted commas (or speech marks).

Maths - Number and Calculation

Year 3 key skills coverage:

Pupils will:

- Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- Compare and order numbers up to 1,000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1,000 in numerals and in words
- Solve number problems and practical problems involving these ideas
- Add and subtract numbers mentally, including:
 - a three-digit number and 1s
 - A three-digit number and 10s
 - A three-digit number and 100s

- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers

- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Maths - Geometry and Measures

Pupils will:

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example, to calculate the time taken by particular events or tasks]
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Maths - Fractions and Statistics

Pupils will:

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above
- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.

Science - Working Scientifically

Year 3 key skills coverage:

Pupils will:

- Ask relevant questions and use different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

Science - Biology

Pupils will be taught to:

- 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
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
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Science - Physical

Pupils will be taught to:

- 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
- 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 a solid object
- Find patterns in the way that the size of shadows change
- Compare how things move on different surfaces
- Notice that some forces need contact between 2 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 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

History

End of key stage objectives:

Pupils will be taught about:

- To understand the Roman Empire and its impact on Britain
- To understand changes in Britain from the Stone Age to the Iron Age
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Year 3 skills coverage:

Pupils will:

- Pupils can describe events in the past, using the dates of when things happened.
- Pupils can use a timeline within a specific period of history to set out the order in which things happened.
- Pupils can research in order to find similarities in two or more periods of history.
- Significant figures: Julius Caesar, Boudica,
- Pupils can describe and explain simple concepts such as cause and effect.
- Pupils can use research skills to find answers to specific historical questions.

Geography

End of Key Stage objectives:

Pupils will be taught to:

- To describe and understand key aspects of climate zones and biomes.
- To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy).
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 3 skills coverage:

Pupils will:

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Use a range of resources to identify the key features of a location. Name and locate the countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land use patterns.
- Begin to understand how people effect the environment.
- Observe and describe human and physical features of the local area and other places.
- Begin to compare these features to another place beyond the local area.
- Describe and understand key aspects of physical geography including climate zones and biomes.
- Observe and describe human and physical features of the local area.
- Use maps, atlases, globes and digital/computer.

Art & Design

End of Key Stage objectives:

Pupils will be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- 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]
- About great artists, architects and designers in history.

Year 3 key skills coverage:

Pupils will:

- Use a sketch book for recording observations, for experimenting with techniques or planning out ideas.
- Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
- Explain what he/she likes or dislikes about their work.
- Explore shading using different media.
- Understand and identify key aspects such as complementary colours, colour and tone, warm and cold colours.
- Compare and recreate form of natural and man made objects.
- Create a collage using over lapping and layering.
- Create printing blocks using relief or impressed techniques.
- Add detail to work using different type of stitch including cross stitch.
- Know about some of the great artists, architects and designers in history and describe their work.

Computing

End of Key Stage objectives:

Pupils will be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 3 key skills coverage:

Pupils will:

- Design simple algorithms using repeats with count controlled and forever/infinite loops
- Use diagrams to express solutions
- Create programs that implement algorithms to achieve given goals e.g. draw a shape, create a simple animation
- Correct mistakes in a simple program (debugging)
- Create sounds and graphics for sprites and backdrops
- Understand and explain how an algorithm or program works
- Demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online
- Identify personal information and general information it is safe to tell a stranger online; able to keep personal information private in online discussions

- Recognise what is acceptable and unacceptable behaviour when using technologies and online services
- Consider some of the ways their safety or privacy may be compromised by using the internet
- Use keywords and refine searches to search for specific information
- Use and know email and video/webcam conferencing works via the internet
- Open, forward, create and send emails and attachments
- Understand the dangers of opening email attachments and other problems with email such as spoofing and spam
- Explain some ways the internet and email are used at home or in the workplace
- Talk about their work and make improvements based on feedback received
- Locate letters, numbers and symbols on a keyboard and type at a reasonable speed
- Begin to touch type using the correct fingers on keys
- Use the automatic spell checker to correct spellings
- Align text using the left, right and centre tools
- Use CTRL C to copy and CTRL V to paste
- Understand the difference between hardware and application software, and their roles within a computer system
- Explain how digital technology contributes to distributing music
- Understand the difference between data and information
- Know why sorting data in a data file can improve searching for information
- Know that computers collect data from various input devices, including sensors and application software

Design & Technology

End of Key Stage objectives:

When designing and making, pupils should be taught to...

- 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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and apply the principles of a healthy and varied diet

Year 3 key skills coverage:

Pupils will:

- Design a purposeful/functional product.
- Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT (netbooks for animal enclosures).
- Choose appropriate tools, equipment, techniques and materials from a wide range.
- Safely measure, mark out, cut and shape materials and components using a range of tools.

- Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.
- Explore and use mechanisms. (Eg. Levers, sliders, wheels and axels)
- Evaluate and assess existing products alongside those that he/she has made. (Eg. Can begin to explain what they like/dislike about a product)
- Talk about different food groups and name food from each group.
- Understand what makes a healthy and balanced diet and that different foods/drinks provide different substances that the body needs to be healthy and active.
- Know that all food has to be farmed, grown or caught in Europe or the wider world (begins to understand that seasons may effect the food available)
- Use a wider variety of ingredients and techniques to prepare and combine ingredients safely (Eg. Peeling, chopping, slicing, grating, mixing, spreading, kneading and baking)

Music

End of Key Stage objectives:

Pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.
- Children will also participate in weekly singing lessons with Mr Bradnum (Kirkless Music School)

Year 3 key skills coverage:

Pupils will:

- Sing rounds and partner songs, maintaining own part.
- Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable.
- Copy and match simple patterns in 2, 3, and 4 metre.
- Keep to a steady beat.
- Maintain an independent part within a group.
- Choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.
- Within a group, create and play layered music with an awareness of how the layers fit together.
- Represent sounds with symbols.
- Staff notation: begin to recognise and use different rhythms and that positioning represents pitch.
- Develop an awareness of the music's context and purpose.
- Identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder).
- Identify instruments heard and how they are played.
- Pitch: identify steps, leaps and repeated notes in melodies.
- Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat.
- Dynamics: Understand getting louder and quieter in finer graduations.
- Tempo: Understand getting faster and slower in finer graduations.

- Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played.
- Texture: Recognise different combinations of layers in music.
- Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.

Physical Education

End of key stage objectives:

Pupils will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Year 3 key skills coverage:

Pupils will:

- Plan perform and repeat sequences.
- Move in clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that create a definite idea.
- Change speeds and levels within a performance.
- Develop physical strength and suppleness by practising moves and stretching.
- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movement into sequences.
- Show changes in direction, speed and level during a performance.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts.
- Travel in variety of ways.
- Swing and hang from equipment safely (hands).
- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of a game and play fairly.
- Maintain possession of a ball (with feet, hockey stick, hands etc.)
- Pass to team mates at appropriate times.
- Lead others and act as a respectful team member.
 - Sprint over short distance up to 60m.
- Run over longer distances.
- Use a range of throwing techniques.
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways.
- Complete with others and improve own performance.
- Swim between 25 and 50 metres unaided.

- Use more than one stroke coordinating breath.
- Coordinate leg and arm movements.
- Swim at the surface and below.

Religious Education

End of key stage objectives:

Pupils will be taught to:

- Explore and describe ways beliefs are expressed through various art forms
- Suggest reasons why people express their views in these ways
- Apply ideas of their own beliefs and values through creating a piece of art work.
- Describe, discover more and respond thoughtfully to the creation stories, making links between them.
- Observe and suggest meanings for the points in the stories
- Discuss different views and ideas about helping to look after the world around them
- Explain the importance of Moses to Jewish people and what they learn from him about God
- Respond with ideas about qualities they admire in others and how they might follow these influences
- Respond thoughtfully to some stories of Moses and begin to express their own understanding of God
- Explore rituals and actions of Pesach and describe the meaning of the festival for Jews today.
- Respond with ideas about the value of hope and freedom.
- Explain the importance of Shabbat to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection.
- Retell some well-known parables of Jesus and describe their meaning.
- Describe how Bible stories influence believers in the way they live their life.
- Discuss thoughtfully their own priorities in life.

CHRISTIAN VALUES:

Autumn 1 - Creativity

Autumn 2 - Generosity

Spring 1 - Responsibility

Spring 2 - Service

Summer 1 - Peace

Summer 2 - Wisdom

Year 3 key skills coverage:

Pupils will:

- Explore and describe ways beliefs are expressed through various art forms
- Suggest reasons why people express their views in these ways
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- Describe, discover more and respond thoughtfully to the creation stories, making links between them.
- Observe and suggest meanings for the points in the stories
- Discuss different views and ideas about helping to look after the world around them
- Explain the importance of Moses to Jewish people and what they learn from him about God
- Respond with ideas about qualities they admire in others and how they might follow these influences
- Respond thoughtfully to some stories of Moses and begin to express their own understanding of God
- Explore rituals and actions of Pesach and describe the meaning of the festival for Jews today.
- Respond with ideas about the value of hope and freedom.
- Explain the importance of Shabbat to Jews and reflect on the value of keeping a 'different' day in the week for family and reflection.
- Retell some well-known parables of Jesus and describe their meaning.
- Describe how Bible stories influence believers in the way they live their life.
- Discuss thoughtfully their own priorities in life.

Modern Languages

End of key stage objectives:

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- Present ideas and information orally to a range of audiences*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing

Year 3 key skills coverage:

Pupils will:

- Show that he / she recognises words and phrases heard by responding appropriately.
- Follow simple instructions and link pictures or actions to language.
- When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes or rhyming words.
- Recognise some familiar words and phrases in written form.
- Read some familiar words aloud using mostly accurate pronunciation.
- Learn and remember new words encountered in reading.
- Notice the spelling of familiar words.

- Write some simple words from memory.
- Ask and answer simple questions e.g about personal information.
- Repeat sentences heard and make simple adaptations to them.
- Use mostly accurate pronunciation and speak clearly when addressing an audience.
- Use simple adjectives such as colours and sizes to describe things orally.
- Recognise question forms and negatives.
- Record descriptive sentences using a word bank.
- Recognise the main word classes e.g. nouns adjectives and verbs.
- Understand that nouns may have different genders and recognise clues to identify this such as the difference in articles.
- Have a basic understanding of the usual order of words in sentences in the target language.

Special Events

- Jeans for Genes Non-Uniform Day
- Harvest Festival Church Service
- Travelling Book Fayre
- Great North Kirklees Run
- Remembrance Enrichment Day
- Children in Need Non-Uniform Day
- Anti-Bullying Week
- Christmas Discos
- Christmas Fayre
- Trust Carol Service
- KS1 Christmas Concert
- Christmas Gift Day
- Christmas Parties
- Christmas Church Service
- 'Be Safe' Enrichment Day
- World Book Day
- Lower KS2 Easter Concert
- Easter Church Service
- Summer Discos
- Summer Fayre
- Sports Day
- Year 5/6 Concert
- End of Year Church Service

Possible visits and visitors

- Jerome Barton - Eden's Forest Woodland Activities (Sept) Stone Age Day
- Pedestrian Training (Nov)

PSHCE

Children will be taught:

- Autumn 1: Relationships
- Autumn 2: Health and Wellbeing
- Spring 1: Health and Wellbeing
- Spring 2: Relationships
- Summer 1: Living in the wider world
- Summer 2: Living in the wider world

Year 3 key skills coverage:

Pupils will:

- Understand which, why and how, commonly available substances and drugs could damage their immediate and future health & safety, and that some are legal.
- Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.
- Recognise opportunities to make choices about food and the benefits of eating a balanced diet.
- Understand strategies for keeping physically and emotionally safe including safety in the environment, safe places to play and personal safety. Road safety training.
- Understand about people who are responsible for helping them stay healthy and safe and ways that they can help these people.
- Understand that pressure to behave in a risky way can come from a variety of sources, including people they know.
- Work collaboratively together towards shared goals.
- Be aware of different types of relationship, including those between friends and families.
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- Understand that their actions affect themselves and others.
- Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Reflect on and celebrate their achievements and understand their own uniqueness and what makes them happy.
- Understand about change, including transitions (between Key Stages and schools).
- Learn about the role money plays in their own and others lives.
- Learn about enterprise and the skills that can make someone 'enterprising.'
- Understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Realise the consequences of antisocial and aggressive behaviours on individuals and communities.(school community.)
- Understand that they belong to various groups and communities eg family and school.
- Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.