Y3 2023-2024

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn ***Stone Age to Iron Age***		**Spring 1** ***Britain from the Air***		**Summer** ***Tomb Raiders!***	
Enrichment Experiences		Stone Age Day November.				
British Values and SMSC	Thankfulness	Trust	Perseverance	Justice	Service	Truth & Truthfulness
English	**Stone Age Boy** **The first drawing**	**Tin Forest** **The Iron Man**	**Flotsam** **Leon and the Place Between**	**The Tear Thief** **The Heart and the Bottle**	**The story of Tutankhamun** **Cinderella of the Nile**	**Cinderella Princess**
Spelling, Grammar and Punctuation	*Vocabulary, Grammar and Punctuation* • Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although? • Can I use the present perfect form of verbs in contrast to the past tense? • Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition? • Can I use conjunctions, adverbs and prepositions to express time and cause? • Can I use fronted adverbials? • Can I indicate possession by using the possessive apostrophe with plural nouns? Learning the Grammar for Y3: (3) Can I form nouns using a range of prefixes (super-, auto-, anti-) (3) Can I use the forms a or an according to whether the next word begins with a consonant or a vowel. (3) Can I use word families based on common words, showing how words are related in form and meaning (solve, solution) (3) Can I express time, place and cause using conjunctions [for example, when, before, after, while, so, because] (3) Can I use adverbs? [for example, then, next, soon, therefore] (3) Can I use prepositions? [for example, before, after, during, in, because of] (3) Can I use the present perfect form of verbs instead of the simple past? (3) Can I introduce inverted commas to punctuate speech? *Handwriting* • Can I 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? • Can I increase the legibility, consistency and quality of their handwriting? *Spelling* • Can I use further prefixes and suffixes and understand how to add them? • Can I spell words that are often misspelt? • Can I place the possessive apostrophe accurately in words with regular singular plurals and in words with irregular plurals? • Can I use the first two or three letters of a word to check its spelling in a dictionary? • Can I write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far? • Can I spell at least 45 words out of the 55 Year 3 statutory spelling list?					
Maths	Number: Place Value *(wks 1 to 3)* Number: Addition and Subtraction *(wks 4 to 8)*	Number: Addition and Subtraction *(wks 4 to 8)* Number: Multiplication and Division *(wks 9 to 12)*	Number: Multiplication and Division *(wks 1 to 3)* Measurement: Money (*wks 4 to 5 ½)* *Statistics (wks 5 ½) to 7)*	Measurement: Length and Perimeter (*wks 7 to 9 ½)* Number: Fractions (*wks 9 ½ to 11)* Consolidation) *(wk 12)*	Number: Fractions *(wks 1 to 3)* Measurement: Time (*wks 4 to 6)*	Geometry: Properties of Shape (*wks 7 to 8)* Measurement: Mass and Capacity (*wks 9 to 11)* Consolidation) *(wk 12)*

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	Place Value Can I count from 0 in steps of 4, 8, 50 and 100? Can I find 10 or 100 more or less than a given number? Can I explain what each digit means in Hundred Tens and Ones numbers e.g. 204? Can I compare and order numbers up to 1000? Can I read and write numbers up to 1000 in numerals and in words? Can I solve number problems, working with numbers up to 1000 and in different units of measurement? **Addition & Subtraction** Can I add and subtract three-digit and ones numbers mentally, e.g. 432 – 7 and 432+7? Can I add and subtract three-digit and tens numbers mentally, e.g. 432 – 70 and 432+70? Can I add and subtract three-digit and hundreds numbers mentally, e.g. 432 – 300 and 432+300?	**Addition & Subtraction** Can I use written methods, e.g. the column method, to add or subtract two three-digit numbers? Can I estimate the answer to a question before I work it out and then use inverse operations to check the answer when I have finished? Can I solve problems such as missing numbers (e.g. 452 - ? = 122) using my knowledge of number facts and methods of addition and subtraction? **Multiplication & Division** Can I recall the 3, 4 and 8 times tables (multiplication and division facts)?	**Multiplication & Division** Can I answer multiplication and division questions e.g. 16 x 5 or 45 divided by 9 by using known times tables facts? Can I solve more complex problems and missing number questions involving multiplication and division? **Money** Can I work on money problems, adding and subtracting amounts of money and working out how much change is left? Can I use both £ and p in my working? **Statistics** Can I answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables? Can I answer Maths problems such as 'How many more?' and 'How many fewer?' by interpreting bar charts, pictograms and tables?	**Measurement: Length and Perimeter** Can I identify and estimate numbers in different representations and using different units e.g. length (mm and m)? Can I measure and compare in these units: lengths (m/cm/mm)? Can I measure the perimeter of a 2-D shape e.g. a square or triangle? **Fractions** Can I count up and down in tenths? Can I explain that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10? Can I find a fraction (e.g. 2/5 or 3/4) of a set of objects? Can I explain how to find fractions of a number or shape - e.g. 3/5, 1/4 or 4/6? Can I show that some fractions are equivalent (have the same value) - e.g. 1/2 = 3/6 = 5/10 or 1/3 = 3/9?	**Fractions** Can I add and subtract fractions with the same denominator [e.g. 5/7 + 1/7 = 6/7]? Can I compare and order unit fractions, and fractions with the same denominators? Can I solve problems by finding, ordering or comparing fractions of shapes and numbers? **Measurement: Time** Can I tell and write the time from a clock with numbers (analogue clocks) or Roman numerals or using 12 and 24 hour clocks (digital clocks)? Can I tell the time accurately to the nearest minute? Can I measure and record time passing in seconds, minutes and hours? Can I understand and use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight in my Maths work? Can I recall the number of seconds in a minute and the number of days in each month, year and leap year? Can I calculate how long an event or task took to complete? Can I compare the duration of different events?	**Geometry: Properties of Shape** Can I draw 2-D shapes and make 3-D shapes using modelling materials? Can I recognise and can describe 3-D shapes even when they have been turned about in different ways? Can I recognise that an angle is used to measure how far something turns? Can I explain that an angle is also the point in a 2-D shape where 2 sides meet? Can I explain what a right angles is and explain that two right angles make a half-turn, three make three quarters of a turn and four right angles make a complete turn? Can I tell whether an angle is greater than or less than a right angle? Can I recognise when a line is horizontal or vertical or when two lines are perpendicular or parallel? **Measurement: Mass and Capacity** Can I identify and estimate numbers in different representations and using different units e.g. weight (g and kg)? Can I measure and compare in these units: weight (kg/g) and capacity (l/ml)?
Geography			Locational - 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. Revisit the River Mersey – how is it used? Place - Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom – North West** Physical geography, including: rivers, mountains (in the UK). Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 4 points of a compass, **4-figure grid references**, **symbols and key** to build their knowledge of the United Kingdom. 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**.		
History	Changes in Britain from Stone Age to Iron Age A Local History Study – Hazel Grove (Bullock Smithy)/Compare it to a coastal town				The achievements of the earliest civilisations (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China) – an overview of where and when the first civilizations appeared. A depth study of Ancient Egypt.	

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<table>
<tr><td>Science</td><td colspan="6"><u>Rocks (Autumn 1)</u>
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.
<u>Animals, including humans (Autumn 2)</u>
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 support, protection and movement.</td><td colspan="3"><u>Animals, including humans (Spring 1)</u>
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 support, protection and movement.
<u>Forces and magnets (Spring 2)</u>
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.</td><td colspan="2"><u>Plants (Summer 1)</u>
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.
<u>Light (Summer 2)</u>
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.</td></tr>
<tr><td></td><td colspan="8"><u>Working scientifically</u>
asking relevant questions and using 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.</td></tr>
<tr><td>Art & Design</td><td colspan="3">Painting and mixed media – Prehistoric painting</td><td colspan="2">Drawing – Growing artists</td><td colspan="2">Craft and design – Ancient Egyptian Scrolls</td></tr>
<tr><td></td><td colspan="8">Arts Week – Sculpture and 3D - Abstract shape and space</td></tr>
<tr><td></td><td colspan="8">Pupils should 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.
create sketch books to record their observations and use them to review and revisit ideas.
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.</td></tr>
<tr><td>D&T</td><td colspan="2">Structures- Stonehenge models/ Stone Age village models</td><td colspan="2">Textiles- Christmas Craft sewing.</td><td>Digital World – linked to Computer programming</td><td>Mechanical systems</td><td>Food- Roman Banquet/ making bread.</td><td>Electrical systems

Electric Poster linked to science topic of light.</td></tr>
<tr><td></td><td colspan="8">When designing and making, pupils should be taught to:
<u>Design</u>
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.
<u>Make</u></td></tr>
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	• *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.* *<u>Evaluate</u>* • *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.* • *understand how key events and individuals in design and technology have helped shape the world.* *Technical knowledge* • *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 use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].* • *apply their understanding of computing to program, monitor and control their products.* *<u>Cooking and Nutrition</u>* • *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.*					
RE	**<u>BELIEVING</u>** What do people believe about God?	**<u>BELIEVING</u>** Why is the Bible important to Christians today?	**<u>EXPRESSING</u>** Why do people pray?	**<u>EXPRESSING</u>** Why are festivals important to religious communities?	**<u>LIVING</u>** What does it mean to be a Christian in Britain today?	
Computing	**<u>Computing systems and networks – Connecting computers</u>** To explain how digital devices function To identify input and output devices To recognise how digital devices can change the way we work To explain how a computer network can be used to share information To explore how digital devices can be connected To recognise the physical components of a network	**<u>Creating media – Animation</u>** To explain that animation is a sequence of drawings or photographs To relate animated movement with a sequence of images To plan an animation To identify the need to work consistently and carefully To review and improve an animation To evaluate the impact of adding other media to an animation	**<u>Programming A – Sequence in music</u>** To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description	**<u>Data and information – Branching databases</u>** To create questions with yes/no answers To identify the object attributes needed to collect relevant data To create a branching database To explain why it is helpful for a database to be well structured To identify objects using a branching database To compare the information shown in a pictogram with a branching database	**<u>Creating media – Desktop publishing</u>** To recognise how text and images convey information To recognise that text and layout can be edited To choose appropriate page settings To add content to a desktop publishing publication To consider how different layouts can suit different purposes To consider the benefits of desktop publishing	**<u>Programming B – Events and actions</u>** To explain how a sprite moves in an existing project To create a program to move a sprite in four directions To adapt a program to a new context To develop my program by adding features To identify and fix bugs in a program To design and create a maze-based challenge
	Pupils should 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.*					

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	• *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.*					
Music (Charanga)	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The dragon song	Bringing us together	Reflect, Rewind and Replay
	Pupils should be taught to • *sing and play musically with increasing confidence and control.* • *develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.* • *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.*					
MFL (Language Angels)	Phonetics lesson 1 (C) I am Learning	Fruit (E)	I Can (E)	Ancient Britain or Little Red Riding Hood (E)	Presenting Myself (I)	Family (I)
	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 Languages – key stage 2 3.* • *understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.*					
PE	Football Dance	Netball Hockey	Gymnastics	Basketball Dance	Cricket Tennis	Athletics Rounders OAA
PSHE & RSHE	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places