



Bevendean Primary School Curriculum

Year 3 Autumn framework

Topic focus: History – Stone Age though to
Iron Age. The Roman Invasion

English

National Curriculum Aims for Year 3

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term

Learning this term is linked to the Stone Age and The Romans, with a focus on ideas and experiences of people in these societies. Through the story of *The Caravan* and *Hamelin* the magic of these times is brought to life. Children engage with 'Talk for Writing' activities such as learning a version of the story (imitate), adapting key elements (innovate) and writing their own version (invent). To deepen their understanding, they also participate in role play, hot seating and interview activities in role. *The Caravan* is a warning story whereas *Hamelin* is a moral or hero story. The children write their own versions linked to their topics.

The children write explanation texts addressing the issue of why mammoths are now extinct. They watch films and carry out research to find out the facts. In the second half of the term, children write non-chronological reports about Celts and Romans. They use information gathered throughout their topic as well as information gleaned during their Roman Day.

Mathematics

National Curriculum Aims for Year 3

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

In mathematics, children learn number skills and then progress to adding and subtracting in the context of Stone Age problems based on the Flintstones. Later, they investigate shape and angles and produce their own Mondrian style picture.. The children also learn and apply skills involving measuring in centimetres and metres, collecting and interpreting data, different types of triangles and measuring angles. They use these skills when designing and making a Roman catapult. They learn about the formation of Roman armies and link this to learning about multiplication arrays and division. Ordering numbers and learning about the value of digits in a number is taught linked to historical time lines.

When preparing the food for their Roman feast, the children solve word problems, which include fractions. They also investigate ways to share the food equally.

Whilst studying Roman mosaics in art, the children learn more about shape names and their properties and use this knowledge to create their own mosaics.

Science

National Curriculum Aims for Year 3

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Learning this term

The children sort and classify different types of rocks and soils and compare volcanic rock with rock from the local area whilst developing their knowledge of Mount Vesuvius and Pompeii. They design and make volcanoes and create chemical reactions using baking soda and vinegar. Using sundials that they have created, the children learn to recognise that shadows are formed when the light from a light source is blocked by a solid object and they find patterns in the ways that shadows change.

History

National Curriculum Aims for Year 3

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- 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.

Learning this term

The children learn about changes in Britain from the Stone Age to the Iron Age, Julius Caesar, the Roman Empire and its impact on Britain. Through research and drama, they explore the roles of the invaders and settlers at the time. During the first half term, children take part in a Stone Age day, where they spend the morning creating cave paintings and learning about their importance. In the afternoon, they go hunter-gathering to find food which, is then enjoyed around the campfire. Children learn the art of storytelling as they retell and listen to stories. They use virtual tours on the internet to study the Roman Empire. In the second half term, children take part in a Roman day where they enjoy a Roman style feast and the Big Foot drama company take them back in time to find out what life was like in Roman times. They learn how mosaics were created and about the process of the Roman heating system (a Hypocaust).

Design and Technology

National Curriculum Aims for Year 3

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Design

- 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

Make

- 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

Evaluate

- 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

Learning this term

The children plan, design, make, test and evaluate catapults suitable for firing small objects. They use a range of tools to measure, cut and join materials. This work is linked to science and mathematics as the children apply their learning about shapes, measures and forces to the creation of their catapults. The children develop their design ideas before applying their knowledge of forces to make their catapults work.

Art and Design

National Curriculum Aims for Year 3

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- 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. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

Learning this term

The children study and learn about mosaics. Whilst creating a mosaic, they record their design ideas, use and apply their knowledge of shape properties and improve their drawing skills.

Children learn about cave paintings and how they were made. Next, they design, make and evaluate their own paintings on rocks

The children also create their own version of stone-age art using natural resources and present their work on paper and in clay.

Modern Foreign Language

National Curriculum Aims for Year 3

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning this term

The children learn French vocabulary related to greetings, age, family, home and food by playing a variety of games and singing songs. They learn simple phrases, questions and answers and practise these verbally.

Computing

National Curriculum Aims for Year 3

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- 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.

Learning this term

During computing lessons, the children learn to create graphic mosaics by cutting, pasting, resizing, moving objects, cropping and repeating patterns. They locate images from different files and develop their word processing skills to create a variety of texts which include posters and leaflet covers. They also learn to communicate on-line safely and respectfully.

Children also learn to be computer programmers and bug fixers using the ICT software package, Scratch.

PSHE

National Curriculum Aims for Year 3

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
-

Learning this term

The topic this term is 'New Beginnings' during which the children spend time getting to know their teacher. Team building games, such as Zip Zap and Rocket Launch are played to develop co-operation and tolerance. They revisit the school rules and use these to create a class charter. The children learn more about each other and how to develop and strengthen friendships.

In October, the children learn about difference and diversity through stories to celebrate Black History Month. They discuss the variety of ways we are similar, different and that difference is not a negative. They take part in role-play and drama activities as well as creating posters and artwork celebrating our individuality and the richness of diversity in our community.

In November all school members actively take part in National Anti-bullying Week. This year, Anti-Bullying Week is calling on children and young people, schools, parents and carers to come together and take action to stop the bullying of ALL children and young people - including disabled children and young people and those with special educational needs. A series of whole school activities are planned culminating in the school gathering together and sharing their continued commitment and support for each other. Remembrance Sunday is also observed during this time and children discuss the reasons behind it.

Physical Education

National Curriculum Aims for Year 3

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning this term

The children learn to play invasion games as part of a team. They develop the skills of running, jumping, throwing and catching in small sided team games. Through hockey, they learn how to strike and about the basic principles of attack and defence. They also learn about health and safety when playing games.

During gymnastic and dance lessons, the children develop flexibility and control. They learn about Indian dancing and link this to work in RE.

Religious Education

National Curriculum Aims for Year 3

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

Learning about Hinduism takes place through discussion, drama and dance. Through drama, they learn to understand and be tolerant of different faiths. They learn about the religious festival of Diwali and develop their understanding of it by holding a Diwali festival, where they sample food, design and create mehndi and rangoli patterns and clay divas as well as learning Hindu dances.

The children also learn about signs and symbols in school, the local community and in religion. They take photographs of signs, labels and symbols around school as well as in the community, for example, McDonald's and Nike. They learn that each sign or symbol communicates or has a meaning. This is linked to religion, where they learn about the significance of the cross, fish, dove and cedar plate.

Music

National Curriculum Aims for Year 3

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- 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.

Learning this term

The children learn to sing simple rounds and develop control, rhythm and fluency by playing familiar instruments and learning the songs Three Little Birds and Ho Ho HO!

Specialist music teaching is also provided each term by external teachers. They work closely with the class teachers to link music to the topic being studied.

As Christmas approaches the children work towards a Christmas performance, learning to sing and perform with confidence and control.