Bevendean Primary School Curriculum

Year 3 Summer Framework

Topic focus: Glynde versus Bevendean

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 geography, with a focus on comparing Bevendean with the nearby village of Glynde. After visiting Glynde, the children write non-chronological reports comparing the two locations, which they present as posters and leaflets.

Through warning stories, which see the main character ignoring a warning, children engage in various '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 of these types of writing, they also participate in role play, hot seating and interview activities in role.

The children learn that stories, in which the character is warned about a danger, have set features:

- *The character is given a clear warning not to do something*
- *They ignore the warning*
- *The choice leads the character into trouble*
- *The dangerous situation worsens*
- *The character escapes or survives*
- *A lesson is learned.*

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, the children learn and apply skills involving ordering and writing numbers, problem solving, dividing and multiplying, in the context of hosting a summer fair. They are set the challenge of choosing which products to make and games to create when selling items to other year groups. Their task is to calculate how much the items cost to make and also use their knowledge of measures to ensure they have the correct equipment.

The children also take part in a Moshi Monster Olympics, where they dress up as a real or invented Moshi and carry out a series of activities that produce data. This is followed by developing strategies to present and evaluate data and respond to questions. They are presented with straight forward calculations as well as word problems linked to the Moshi Monster Olympics.

The children develop their knowledge and ability to read and compare time to the nearest minute.

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.*

Living things and their habitats

- *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird*
- *describe the life process of reproduction in some plants and animals.*

Animals including humans

- *describe the changes as humans develop to old age.*

Properties and changes of materials

- *compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets*
- *know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution*
- *use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating*
- *give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic*
- *demonstrate that dissolving, mixing and changes of state are reversible changes*
- *explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.*

Forces

- *explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object*
- *identify the effects of air resistance, water resistance and friction, that act between moving surfaces*
- *recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*

Learning this term

Children identify and describe the functions of different parts of flowering plants. By carrying out experiments that involve planting and growing flowers from seeds, they observe and learn what is necessary for plants to grow healthily, i.e. how the amount of water and light affects growth. The children observe how water is transported in plants and how plants attract insects and animals in order to disperse their seeds.

The children explore the importance of skeletons and muscles in animals and humans for support, protection and movement. They compare skeletons of different animals and humans, identifying similarities.

The children study the diets of living things and learn that animals need balanced nutrition. They learn that animals must get the nutrition they need to survive from what they eat. Through the exploration of teeth, children identify herbivores, carnivores and omnivores. They continue to identify healthy foods for humans.

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

This is taught in the autumn and spring terms.

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

This is taught in the autumn and spring terms only.

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

As part of our Bevendean versus Glynde topic, the children explore and create landscape art, developing the use of water colour, charcoal, pastel and other media. They explore and learn to understand how perspective is created in landscape art through the art work of Claude Monet and John Constable. The children evaluate each other's work for effective use of media, composition and technique.

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 continue to 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.

As part of learning about diet, the children reinforce the names of fruit and vegetables in French. Linking with the mathematics topic of money, the children learn key phrases for asking for items and the total cost.

They create a French fact booklet on Claude Monet, which incorporates writing key phrases in French.

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

The children use the internet to conduct research about Claude Monet, exploring his art and home to discover his inspiration. Through this research, they compare and evaluate the effectiveness of websites and how to conduct meaningful searches through appropriate word choices. The children use online translation websites to extend French vocabulary.

Using a computer program, the children design and create animated short stories that are programmed to respond to specific commands. The animations are evaluated throughout to show how they would or could build upon programming skills to improve their designs.

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.*
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Learning this term

The children explore the differences between male and female bodies by naming the parts. Recognising their worth as individuals, the children challenge stereotypes, which are further explored through different types of relationships and family settings. They take part in discussions and activities that teach them to be aware of their own personal space and that of others. The children prepare for changes from school year to school year and consider future goals and targets that they want to achieve.

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 striking and fielding games such as cricket and rounders. They develop the skills of throwing, catching and fielding by anticipating the direction of the ball through observation of the opponents' body language. They also learn about health and safety when playing games. This topic also promotes the need for space in a game situation and the children are encouraged to work together as a team in order to plan the best place to send the ball as well as closing any potential gaps when fielding.

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

This term, the children learn and compare different creation stories. They identify similarities and begin to explore similar ideologies. They explore the key figures and beliefs of the Islamic religion. By looking at the Five Pillars of Islam, the children learn about the key tasks Muslims are expected to perform throughout their lives and understand why this is important. They take part in a Hajj to further their understanding of the journey to Mecca that all Muslims are expected to undertake at least once in their lives.

The children examine how their own understanding of respect and self-worth come from within and they explore how Muslims view this through their beliefs.

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

As part of creating suspense in their warning stories, the children create sound effects and music which evoke fear and trepidation. They perform their ensemble piece, which accompanies the class warning story.

The children develop their understanding of simple musical notation and use this to create a short piece of music for others to follow.