



Curriculum Framework

for

Year 3

The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

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| English | Programmes of Study for: <ul style="list-style-type: none">• Year One• Year Two,• “Lower Key Stage Two” (by the end of Year Four)• “Upper Key Stage Two” (by the end of Year Six)• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation |
| Maths | Programmes of Study for each group from Years One to Six |
| Science | Programmes of Study for each group from Years One to Six |
| All other National Curriculum Subjects | Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six) |

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

English and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

3. Our Question Boards

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

A Personalised Curriculum for Your Child

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

Our Curriculum for Year 3 for the First Half of Autumn Term

Context for Learning: Treasure

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| English | Big Writing – The Aliens Are Coming! | In Big Writing Adventures, children become members of the Big Writing Agency where they are assigned different 'writing missions' in which they must respond to requests for help. In this mission children will help aliens to understand more about life on Earth. The children will learn how to write a non-chronological report, using paragraphs, headings and sub-headings to organise ideas, using generalising language and using present tense verbs. |
| Mathematics | Strands covered: Number and place value Addition and subtraction | Children will: Identify, represent and estimate numbers using different representations; Read and write numbers up to 1000 in words and numerals; Compare and order numbers up to 1000; Find 10 or 100 more or less than a given number; Count from 0 in multiples of 50 and 100; solve number problems and practical problems using these ideas. Add and subtract numbers mentally, including: a three-digit numbers and ones, tens and hundreds; add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction; Estimate the answer to the calculation and use inverse operations to check the answers; solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |
| Science | Rocks, Soils & Fossils Skeletons and Muscles | Children will use investigative skills to look at the properties of different rocks and soil types. They will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will describe in simple terms how fossils are formed when things that have been alive are trapped within rock. They will recognise that soils are made from rocks and organic matter. Children will also learn about the skeletons and muscles of humans and other animals. |
| Computing | E-safety | Children will consider some of the possible risks involved in using different forms of media and will learn how to stay safe online. |
| Art and Design | Self Portraits | Children will use watercolours and ink to create self-portraits. |
| Music | Songs for Harvest Festival | Children will practise two songs for Harvest Festival. They will perform in front of parents during the Harvest Assembly this half term. |

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| Design and Technology | Anglo Saxon Shields | Children will look at examples of different Anglo Saxon shields and use a variety of materials to design and make their own. |
| History | Invaders and Settlers | Britain's settlement by Anglo Saxons and Scots: We will learn about the concept of invaders and settlers, considering the reasons the Anglo Saxons and Vikings left their own countries and why they chose Britain to live in. Children will learn about the Anglo Saxon and Viking struggle for the Kingdom of England and how it has influenced the way England is today. Children will learn about some of the main features of life in Anglo Saxon times such as their rulers, the way they dressed and some of their beliefs and the evidence that they left behind. |
| Geography | Settlement | Name and locate counties and cities that have Anglo Saxon names, looking at the physical features and how they affect the choice of location and land use. Children will also learn how to use the points of the compass and grid references. We will also look at how volcanoes are formed (link to science) |
| Physical Education | Outdoor adventure. Swimming | This unit will be taught by a specialist sports coach. Children will work together to solve problems and develop team skills. Weekly lessons led by Parkside swimming teachers. |
| PHSE and Citizenship | Beginning and Belonging Kindness week | In this unit children will have the opportunity to create a safe and happy classroom through developing ground rules. They will also take part in activities designed to build positive relationships, deal with new situations and identify their own support networks. |
| Religious Education | What events and places are special to Hindus | In this unit, children will consider which events and what places are important to Hindus, focusing on what is important to them and how they show it through practises and rituals. |

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| Educational Visits/Visitors | Museum of Zoology (skeletons of humans and other animals) |
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Our Curriculum for Year 3 for the Second Half of Autumn Term

Context for Learning: Treasure (continued)

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| English | Non-Chronological Reports. Big Write: A Giant's birthday party. | Children will carry out research, developing their note-taking and drafting and editing skills and, using their knowledge of the main features of a non-chronological report, will create their own reports based on different aspects of Anglo Saxon life. In Big Writing Adventures, children become members of the Big Writing Agency where they are assigned different 'writing missions' in which they must respond to requests for help. In this mission children will help to plan a birthday party. The children will learn how to write directions, using imperative verbs, and how to write a formal letter of apology, using paragraphs and higher level connectives. |
| Mathematics | Strands covered: Multiplication and division. Measurement. | Add and subtract numbers mentally , including: a three-digit numbers and ones, tens and hundreds; add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction; Estimate the answer to the calculation and use inverse operations to check the answers; solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. |
| Science | Rocks, Soils & Fossils | 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. |
| Computing | Historical research | Within the history context of Anglo Saxons, and linked the English unit of non-chronological reports, children will use websites to research information about Anglo Saxon life. |
| Art and Design | Celtic design | Children will explore the Lindisfarne gospels and will create their own Celtic influenced designs in the form of illuminated letters. |
| Music | Glockenspiels | This is a six-week unit of work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel. |
| Design and Technology | Weaving | Children will practise their weaving skills and produce a woven bookmark. |
| History | Invaders and Settlers | The topic is continued, but with a focus on the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor |

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| Geography | Settlement | (ongoing from last half term) Name and locate counties and cities that have Anglo Saxon names, looking at the physical features and how they affect the choice of location and land use. Children will also learn how to use the points of the compass and grid references. |
| Physical Education | Swimming Striking and fielding games: cricket. | Weekly lessons led by Parkside swimming teachers. This unit will be taught by the Wolf Sports team. Children will work together to develop striking and fielding skills on the context of small group games. |
| PHSE and Citizenship | Personal Safety Anti-bullying week | In this unit children will begin to learn and understand the importance of safety rules and who and when to tell. They will identify those people they trust and this will be used to develop a Network of Trust. |
| Religious Education | Christianity: Christmas around the world | During this unit, children will develop their understanding of why Christmas is an important festival for Christians. |

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| Educational Visits/Visitors | We will be visiting West Stow, a recreated Anglo Saxon settlement. Children will have the opportunity to be 21 st Century detectives, exploring artefacts and becoming familiar with Anglo-Saxon-style houses. |
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Our Curriculum for Year 3 for the First Half of Spring Term

Context for Learning: The Curse of the Mummy

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| English | Complete A Giant's Birthday Party | In Big Writing Adventures, children become members of the Big Writing Agency where they are assigned different 'writing missions' in which they must respond to requests for help. In this mission children will help to plan a birthday party. The children will learn how to write directions, using imperative verbs, and how to write a formal letter of apology, using paragraphs and higher level connectives. |
| | Begin new mission: Home for Gnomes. | This mission will teach children the following knowledge and skills, using a clear, meaningful purpose and audience to provide context: How to write a clear, effective letter of explanation: using notes to gather evidence using causal connectives to link ideas: because, so, if, when, as a result of, then using direct quotations with speech punctuation using interesting speech verbs |
| Mathematics | Strands covered: Multiplication and division | Children will practise: Recall and use of multiplication and division facts for the 3, 4 and 8 multiplication tables; Calculating mathematical statements for multiplication and division within the multiplication tables and using the appropriate symbols to write them; solving problems involving multiplication and division, using multiplication of two numbers using materials, arrays, repeated addition, mental methods and multiplication and division facts, including solving problems in context; Showing that multiplication of two numbers can be done in any order and division of one number by another cannot. |
| | Money | Children will continue their learning about money; using different coins to make amounts and practicing giving correct change. Add and subtract amounts of money to give change, using both £ and p in practical contexts. |
| Science | Forces, Friction & Magnets | In this unit children will develop their understanding of forces as pushes and pulls that can vary in strength and direction, and be measured in standard and non-standard units. They will investigate how friction affected Egyptian transportation and construction. |
| Computing | Programming | In this unit children learn how to create, test, modify and store instructions to control the movements of a floor turtle. They learn to programme the floor turtle to move around an area by using single instructions, a sequence of instructions and repeated sequences. |

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| Art and Design | Collage | Children will use collage to create an Egyptian Death Mask. |
| Music | Reggae | This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. |
| Design and Technology | Cartouche | Children will use clay to create their own Egyptian Cartouche with hieroglyphs. |
| History | Ancient Egyptians | In this unit, children will place Egyptians on a timeline. They will also find out about the everyday lives of the Ancient Egyptians, including the hierarchy of society, beliefs and rituals. In addition, they will explore hieroglyphics. |
| Geography | Ancient Egyptians | Children will explore why the Egyptians settled where they did and how the Nile influenced early civilisation. |
| Physical Education | Games: Ball Handling Gymnastics: Patterns and Pathways | This unit will be taught by the Wolf Sports team. Children will work together to develop ball handling skills in the context of small group games. This unit will be taught by the class teacher. Children will learn how to travel, balance and compose a gymnastics phrase in small groups. |
| PHSE and Citizenship | My Emotions | Children will learn to recognise and communicate their own emotions and how these impact on others. They will develop some strategies to cope with worries and will learn to recognise the strengths of themselves and others. |
| Religious Education | Judaism | Children will learn about the Jewish faith. |
| Cooking and Nutrition | Vegetable and noodle stir-fry | Children will develop knife skills such as bridge and claw to prepare and chop a range of vegetables. |

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| Educational Visits/Visitors | Cambridge University Museums – children will have the opportunity to look at Egyptian artefacts. |
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Our Curriculum for Year 3 for the Second Half of Spring Term

Context for Learning: Curse of the Mummy (continued).

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| English | Instruction writing Big Writing – Homes for Gnomes | Children will learn the features of instruction writing, including using time connectives to order, imperative verbs and labelled diagrams. This will be within the context of how to mummify a Pharaoh's body! This mission will teach children the following knowledge and skills, using a clear, meaningful purpose and audience to provide context: How to write a clear, effective letter of explanation: using notes to gather evidence using causal connectives to link ideas: because, so, if, when, as a result of, then using direct quotations with speech punctuation using interesting speech verbs. How to write a chronological news report: matching form and organization to purpose using attention-grabbing headlines: experimenting with word play and alliteration using direct and reported speech, punctuated correctly. |
| Mathematics | Strands covered: Measurement: Money Statistics Measurement: Length and Perimeter | Add and subtract amounts of money to give change, using both £ and p in practical contexts. Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions using information presented in scales bar charts and pictograms and tables. Measuring, comparing, adding and subtracting lengths; Solving problems including missing number problems, using number facts, place value and more complex addition and subtraction; measuring the perimeter of simple 2D shapes; working with and comparing simple equivalents of mixed units. |
| Science | Light and shadows | Children will be able to say what makes a shadow. They will be able to identify different sources of light and will investigate the relationship between the distance from the light source and the size of the shadow. |
| Computing | Programming | In this unit, children will use <i>web-based</i> software to become familiar with control language and be able to predict, programme and test short sequences of linked instructions to achieve intended outcomes. |
| Art and Design | Egyptian Watercolours | Children will use the medium of watercolour to experiment with blending techniques, creating an Egyptian landscape. |
| Music | Glockenspiels (cont.) | Children will learn to compose short pieces of music using this instrument. |
| Design and Technology | Collage | Children will use collage to create an Egyptian Death Mask. |

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| History | Ancient Egyptians | Children will continue to learn about the Ancient Egyptians, focussing on Egyptian Gods, mummification and mythology surrounding death rituals. |
| Geography | Ancient Egyptians | Children will explore why the Egyptians settled where they did and how the Nile influenced early civilisation. |
| Physical Education | Dance Machine Dance | Children will continue to practice linking movements and developing routines. |
| PHSE and Citizenship | Financial Capability | The unit will help children understand the importance of money in our lives, where it might come from and how we can earn and save it. |
| Religious Education | How do people pray? | Children will be learning about the importance of prayer for different religions, comparing the similarities and differences between them. |
| Cooking and Nutrition | TasteEd | Children will experience preparing a variety of healthy foods. |

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| Educational Visits/Visitors | TBC |
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Our Curriculum for Year 3 for the First Half of Summer Term

Context for Learning: Woodland Wonderland

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
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| English | Big Writing – The Mystery Cave | <p>Mission synopsis: Archaeologists, Dr Ravenscroft, has discovered six cave paintings hidden behind a waterfall. He asks the Agents to help him retell the ancient legend depicted in the paintings. Then he decides to open up the cave to visitors, so he asks the Agents to help him create information panels to place around the site.</p> <p>In this unit children will explore the features of a legend, focusing on describing and sequencing events, describing characters, and writing effective beginnings, middles and ends. They will also explore the features on non-chronological reports in order to create information texts.</p> |
| Mathematics | Strands covered: Fractions Time | <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10.</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above. Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators. Add and subtract fractions with the same denominator within one whole.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals 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, a.m./p.m., 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.</p> |
| Science | Helping plants grow, habitats, woodland animals/minibeasts | <p>Children will learn about the habitats and food chains of different organisms and how to sort and classify them. They will also identify parts of a plant and investigate their functions.</p> |

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| Computing | Programming | In this unit, children will learn to use basic control language to move Beebots. They will progress on to using Scratch software to become familiar with more complex control language and be able to predict, programme and test short sequences of linked instructions to achieve intended outcomes. |
| Art and Design | Woodland collage | Children will use natural resources they have collected themselves to design and create a woodland collage. They will also use a variety of materials to transform the classroom into a woodland wonderland. |
| History | | <i>Covered in Autumn and Spring terms</i> |
| Geography | | <i>Covered in Autumn and Spring terms</i> |
| Physical Education | Games (striking and fielding): rounders. Gymnastics. | Children will develop their skills in striking, fielding and teamwork. They will learn the rules of rounders and apply these skills in a game of rounders. |
| PHSE and Citizenship | Healthy lifestyles | This unit focuses on developing children's awareness, knowledge and understanding of the importance of being healthy and the range of factors that contribute to maintaining a healthy lifestyle. |
| Religious Education | How can we make a difference in the world today? | In this unit, the children will consider the question: do we have to be religious to make a difference? e.g. Children in Need, Red Crescent (Islam), Red Cross, Christian Aid, 5 pillars, some religions give money away Why is it important to give?. |
| Cooking and Nutrition | Fruit and muesli breakfast pots. | Children will learn to measure and combine ingredients, and layer and decorate the dish. They will also develop knife skills such as bridge and claw to prepare and chop a range of fruits. |

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| Educational Visits/Visitors | Wandlebury Nature Reserve – where we will explore a woodland area |
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Our Curriculum for Year 3 for the Second Half of Summer Term

Context for Learning: Woodland Wonderland (continued).

| Curriculum Area | Title of Unit of Work (where appropriate) | Brief Description of what is being taught |
|-----------------------|---|--|
| English | Ask Dr K Fisher Non Chronological Report Writing: Woodland Animals | During this unit, we will be learning about the main features of letters. The children will read and respond to agony aunt style letters in the context of woodlands, using books and the internet to research information for their responses. Children will produce their own factual report about animals in a woodland setting. |
| Mathematics | Strands covered: Geometry Measurement – Mass and Capacity | Children will: Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles made a half-turn, three made a three quarters of a turn and four 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. Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. Measure, compare add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity l/ml). |
| Science | Helping plants grow | Children Will conduct an investigation to find out what plants need to grow well. |
| Computing | Scratch Digital literacy : Powerpoint. | Children will use scratch software to become familiar with more complex control language and be able to predict, programme and test short sequences of linked instructions to achieve intended outcomes. In this unit, will learn some of the different functions available when creating a power-point. They will then conduct research to inform their own presentation. |
| Art and Design | Natural collage | Children will use natural resources to create an abstract collage. They will use digital photography and software to experiment with and create digital collage. |
| Music | Let your spirit fly | This is a six-week unit of work that builds on previous learning, focused around one song: Let Your Spirit Fly, an R&B song written for children. |
| Design and Technology | Woodland applique | Children will practise and different stitches, enabling them to design and create a bag. |
| History | | <i>Covered in Autumn and Spring Terms</i> |
| Geography | | <i>Covered in Autumn and Spring Terms</i> |

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| Physical Education | Gymnastics Athletics Games: netball | Children will investigate how to travel, balances and rolls. They will combine these skills to create short sequences. |
| PHSE and Citizenship | Managing risks | Children will consider a range of physical, social and emotional risks. They will develop their understanding of feelings associated with these and will consider strategies for reducing risks in everyday situations. |
| Religious Education | Sacred Writings | Look at Torah and bible –what are the similarities and differences between them?. |
| Cooking and Nutrition | Fruit and muesli breakfast pots. | Children will learn to measure and combine ingredients, and layer and decorate the dish. They will also develop knife skills such as bridge and claw to prepare and chop a range of fruits. |

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| Educational Visits/Visitors | We will undertake a local area walk to Lammas Land and enjoy and 'end of year' picnic celebration. |
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