

**Curriculum Information – 2017-2018**

**Year 3**

# Sileby Redlands Community Primary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Year 3</u></b>	<b><u>Heroes and Villains</u></b>  <b><u>English –</u></b> Units: <u>Mystery, Play scripts, Recount Diaries, Poem with a structure</u> Composition -Compose sentences using a wider range of structures linked to the grammar objectives -Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary -Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences -Proof-read to check for errors in spelling and punctuation		<b><u>Tribal Tales</u></b>  <b><u>English –</u></b> Units: <u>Fables, Fairy tales/folk tales, Persuasive letters, Discussion for and against</u> Composition -Compose sentences using a wider range of structures linked to the grammar objectives -Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary -Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences -Proof-read to check for errors in spelling and punctuation		<b><u>Scrumdiddlyumptious!</u></b>  <b><u>English –</u></b> Units: <u>Novel as a theme, Explanation text, Classic poetry, Recount Biography</u> Composition -Compose sentences using a wider range of structures linked to the grammar objectives  -Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary -Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences  -Proof-read to check for errors in spelling and punctuation	

	<p>-Suggest improvement to writing through assessing writing with peers and self-assessment</p> <p>-Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>-Use conjunctions, adverbs and prepositions to express time</p> <p>-Use the perfect form of verbs to mark relationships of time</p> <p>-Write a narrative with a clear structure, setting, characters and</p> <p>-Write a non-narrative using simple organisational devices such as heading and sub-headings</p> <p>Transcription</p> <p>-Identify the root in longer words</p> <p>-Increase the legibility, consistency and quality of handwriting</p> <p>-Make analogies from a word already known to apply to an unfamiliar word</p> <p>-Recognise and spell additional homophones, for example - he'll, heel, heal</p> <p>-Spell correctly word families based on common words, for example - solve, solution, solver</p> <p>-Spell identified commonly misspelt words from Year 3 and 4 word list</p> <p>-Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto</p> <p>-Understand which letters, when adjacent to one another, are</p> <p>-Use the diagonal and horizontal strokes that are needed to join -Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Reading Comprehension</p>	<p>-Suggest improvement to writing through assessing writing with peers and self-assessment</p> <p>-Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>-Use conjunctions, adverbs and prepositions to express time</p> <p>-Use the perfect form of verbs to mark relationships of time</p> <p>-Write a narrative with a clear structure, setting, characters and</p> <p>-Write a non-narrative using simple organisational devices such as heading and sub-headings</p> <p>Transcription</p> <p>-Identify the root in longer words</p> <p>-Increase the legibility, consistency and quality of handwriting</p> <p>-Make analogies from a word already known to apply to an unfamiliar word</p> <p>-Recognise and spell additional homophones, for example - he'll, heel, heal</p> <p>-Spell correctly word families based on common words, for example - solve, solution, solver</p> <p>-Spell identified commonly misspelt words from Year 3 and 4 word list</p> <p>-Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto</p> <p>-Understand which letters, when adjacent to one another, are</p> <p>-Use the diagonal and horizontal strokes that are needed to join -Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Reading Comprehension</p>	<p>-Suggest improvement to writing through assessing writing with peers and self-assessment</p> <p>-Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>-Use conjunctions, adverbs and prepositions to express time</p> <p>-Use the perfect form of verbs to mark relationships of time</p> <p>-Write a narrative with a clear structure, setting, characters and</p> <p>-Write a non-narrative using simple organisational devices such as heading and sub-headings</p> <p>Transcription</p> <p>-Identify the root in longer words</p> <p>-Increase the legibility, consistency and quality of handwriting</p> <p>-Make analogies from a word already known to apply to an unfamiliar word</p> <p>-Recognise and spell additional homophones, for example - he'll, heel, heal</p> <p>-Spell correctly word families based on common words, for example - solve, solution, solver</p> <p>-Spell identified commonly misspelt words from Year 3 and 4 word list</p> <p>-Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto</p> <p>-Understand which letters, when adjacent to one another, are</p> <p>-Use the diagonal and horizontal strokes that are needed to join -Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Reading Comprehension</p> <p>-Ask questions to improve understanding of a text</p>
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	<ul style="list-style-type: none"> <li>-Ask questions to improve understanding of a text</li> <li>-Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</li> <li>-Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>-Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>-Identify how structure, and presentation contribute to the meaning of text</li> <li>-Identify main idea of a text</li> </ul> <ul style="list-style-type: none"> <li>-Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>-Predict what might happen from details stated</li> <li>-Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>-Use dictionaries to check the meaning of unfamiliar words</li> <li>Word Reading</li> <li>-Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>-Ask questions to improve understanding of a text</li> <li>-Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</li> <li>-Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>-Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>-Identify how structure, and presentation contribute to the meaning of text</li> <li>-Identify main idea of a text</li> </ul> <ul style="list-style-type: none"> <li>-Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>-Predict what might happen from details stated</li> <li>-Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>-Use dictionaries to check the meaning of unfamiliar words</li> <li>Word Reading</li> <li>-Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</li> <li>-Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>-Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>-Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>-Identify how structure, and presentation contribute to the meaning of text</li> <li>-Identify main idea of a text</li> <li>-Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>-Predict what might happen from details stated</li> </ul> <ul style="list-style-type: none"> <li>-Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Retrieve and record information from non-fiction</li> </ul> <ul style="list-style-type: none"> <li>-Use dictionaries to check the meaning of unfamiliar words</li> <li>Word Reading</li> <li>-Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>-Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Spoken Language</li> </ul>
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	<p>-Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Spoken Language</p> <p>-Formally present ideas or information to an audience</p> <p>-Participate fully in paired and group discussions</p> <p>-Perform poems from memory adapting expression and tone as appropriate</p> <p>-Recognise that meaning can be expressed in different ways dependent on the context</p> <p>-Retell a story using narrative language and added relevant detail</p> <p>-Sequence and communicate ideas in an organised and logical way in complete sentences as required</p> <p>-Show they have listened carefully through making relevant comments</p> <p>-Show understanding of the main points in a discussion</p> <p>-Start to show awareness of how and when Standard English is used</p> <p>-Vary the amount of detail and choice of vocabulary dependent on the purpose and audience</p> <p><b>Author of the term</b>- J.K. Rowling</p> <p><b>Class novel</b> – Harry Potter and the Philosopher’s Stone</p> <p><b>Maths – Maths no Problem</b> Place Value, Addition, Subtraction, Multiplication and Division</p> <p><b>Science</b> –</p>	<p>-Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</p> <p>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Spoken Language</p> <p>-Formally present ideas or information to an audience</p> <p>-Participate fully in paired and group discussions</p> <p>-Perform poems from memory adapting expression and tone as appropriate</p> <p>-Recognise that meaning can be expressed in different ways dependent on the context</p> <p>-Retell a story using narrative language and added relevant detail</p> <p>-Sequence and communicate ideas in an organised and logical way in complete sentences as required</p> <p>-Show they have listened carefully through making relevant comments</p> <p>-Show understanding of the main points in a discussion</p> <p>-Start to show awareness of how and when Standard English is used</p> <p>-Vary the amount of detail and choice of vocabulary dependent on the purpose and audience</p> <p><b>Author of the term</b> – Clive King</p> <p><b>Class novel</b> – Stig of the Dump</p> <p><b>Maths – Maths no Problem</b> Length, Mass, Volume, Money, Time</p> <p><b>Science</b> – Plants</p> <p>-Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>-Formally present ideas or information to an audience</p> <p>-Participate fully in paired and group discussions</p> <p>-Perform poems from memory adapting expression and tone as appropriate</p> <p>-Recognise that meaning can be expressed in different ways dependent on the context</p> <p>-Retell a story using narrative language and added relevant detail</p> <p>-Sequence and communicate ideas in an organised and logical way in complete sentences as required</p> <p>-Show they have listened carefully through making relevant comments</p> <p>-Show understanding of the main points in a discussion</p> <p>-Start to show awareness of how and when Standard English is used</p> <p>-Vary the amount of detail and choice of vocabulary dependent on the purpose and audience</p> <p><b>Author of the term</b> Roald Dahl</p> <p><b>Class novel</b> – Charlie and the Chocolate Factory</p> <p><b>Maths – Maths no Problem</b> Picture and Bar Graphs, Fractions, Angles, Lines and Shapes, Perimeter</p> <p><b>Science</b> – Animals, including humans</p> <p>-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</p> <p>-Identify that humans and some other animals have skeleton and muscles for support, protection and movement</p> <p>Continuous Working Scientifically objectives, see short term plans</p>
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	<p>Forces and Magnets</p> <ul style="list-style-type: none"> <li>-Compare how things move on different surfaces</li> <li>-Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>-Observe how magnets attract or repel each other and attract or repel each other and attract some materials and not others</li> <li>-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</li> <li>-Describe magnets as having two poles</li> <li>-Predict whether two magnets will attract will attract or repel each other, depending on which poles are facing</li> </ul> <p>Light</p> <ul style="list-style-type: none"> <li>-Recognize that they need light in order to see things and that dark is the absence of light</li> <li>-Notice that light is reflected from surfaces</li> <li>-Recognize that light from the sun can be dangerous and that there are ways to protect your eyes</li> <li>-Recognize that shadows are formed when the light from a light source is blocked by a solid object</li> <li>-Find pattern in the way that the size of shadows change</li> </ul> <p>Continuous Working Scientifically objectives, see short term plans</p> <p><b>Themed Science</b></p> <p>Superhero powers- Experiments creating rain, cloud, electricity, magnetizing objects, incredible strength etc.</p> <p><b>PE –</b> Invasion Games (Tag rugby)</p>	<ul style="list-style-type: none"> <li>-Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow)</li> <li>-Investigate the way in which water is transported within plants</li> <li>-Explore the parts that flower play in the life cycle</li> </ul> <p>Rocks</p> <ul style="list-style-type: none"> <li>-Compare and groups together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>-Recognize that soils are made from rocks and organic matter</li> </ul> <p>Continuous Working Scientifically objectives, see short term plans</p> <p><b>PE –</b> Creative Movement (gymnastics) Striking and fielding (Cricket) SAQ Creative Movement (Dance)</p> <p><b>DT –</b> See Art</p> <p><b>Computing-</b></p> <ul style="list-style-type: none"> <li>-Design a sequence of instructions, including directional instructions</li> <li>-Write programs that accomplish specific goals</li> <li>-Work with various forms of input</li> <li>-Work with various form of output</li> </ul> <p><b>History</b> Describe events from the past using dates when things happened -Use a timeline within a specific period of history to set out the order that things may have happened</p>	<p><b>PE –</b> Net/wall Games (tennis) Athletics (Running, Jumping and throwing) Striking and fielding(Rounder’s) Outdoor Adventure Activities</p> <p><b>DT –</b></p> <ul style="list-style-type: none"> <li>-Can prove that my design meets some set criteria</li> <li>-Follow step-by-step plan, choosing the right equipment and materials</li> <li>-Design a product and make sure that it looks attractive</li> <li>-Choose a textile for both its suitability and its appearance</li> <li>-Select the most appropriate tools and techniques for a given task</li> <li>-Make a product which uses both electrical and mechanical components</li> <li>-Work accurately to measure, make cuts and make holes</li> <li>-Describe how food ingredients come together</li> </ul> <p><b>Computing-</b></p> <ul style="list-style-type: none"> <li>-Use technology respectfully and responsibly</li> <li>-Know different what’s I can get help if I am concerned</li> <li>-Understand what computer networks do and how they provide multiple services.</li> <li>-Discern where it is best to use technology and where it adds little or no value</li> </ul> <p><b>History</b></p> <p><b>Geography -</b></p> <ul style="list-style-type: none"> <li>-Use the correct geographical words to describe a place</li> <li>-Use some basic Ordnance Survey map symbols</li> <li>-Use grid references on a map</li> <li>-Use an atlas by using the index to find places</li> <li>-Name a number of countries in the northern hemisphere</li> </ul>
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	<p>Invasion games (Hockey)  Invasion games (football)  Invasion games (basketball)</p> <p><b>DT –</b> Flip books of Robin Hood  Hero and villain puppets</p> <p><b>Computing-</b>  -Can use a range of software for similar purposes  -Can collect information  -Can design and create content  -Present Information  -Search for information on the web in different web in different ways  -Manipulate and improve digital images</p> <p><b>Theme Computing</b>  -Artwork using IT to create their comic books  -Create their own Comic Book using the App on Ipad</p> <p><b>History/Geography -</b> Look at historical figures that are seen as heroes in different cultures</p> <p><b>Art –</b>  -Can use sketches to produce a final piece of art  -Use digital images and combine with other media in my art  -Can use IT to create art which includes my own work and that of others</p> <p><b>Citizenship / Britishness –</b>  Current Events  Encourage respect for democracy and support for participation in the democratic process, including respect for which the law is made and applied in England.</p>	<p>-Use mathematical knowledge to work out how long ago events happened  -Explain some of the times when Britain has been invaded  -Use research skills to find answers to specific historical questions  -Research in order to find similarities and differences between two or more periods of history</p> <p><b>Geography -</b>  Describe how volcanoes are created  -Locate and name some of the world’s most famous volcanoes</p> <p><b>Art –</b>  -Show facial expressions in my art  -Use sketches to produce a final piece of art  -Can create a background using a wash  -Recognise when art is from different cultures  -Recognise when art is from different historical periods</p> <p><b>Citizenship / Britishness – See SMSC SMSC –</b>  Enable students to acquire a broad general knowledge of and respect for public institution and services in England. Children to think about the Law, and how Police work to keep laws. Fire and ambulance to help and rescue people and how healthcare differ to when the tribes were around. How has punishment changed? How did tribes deal with illness and injury?  Further tolerance, harmony and respect between different cultural tradition by enabling students to acquire appreciation of and respect for their own and other cultures.</p>	<p>-Name and locate the capital cities of neighboring European countries</p> <p><b>Art –</b>  -Can use sketches to produce a final piece of art  -Use different grades of pencil to shade and to show different tones and textures  -Identify the techniques used by different artists  -Can compare the work of different artists</p> <p><b>Citizenship / Britishness –</b>  An acceptance that other people having difference faith or beliefs to oneself (Or having none) should be accepted and tolerated and should not be cause of pre-judicial or discriminatory behavior</p> <p><b>SMSC –</b>  Look at Fairtrade and its impact. Think about how people contribute positively to the locality of the school and society more widely. How is this put into place in other counties?</p> <p><b>Music –</b>  -Can sing a tune with expression  -Can play clear notes on instruments  -Can use different elements in my composition  -Can compose melodies and songs  -Use musical words to describe a piece of music and compositions  -Use musical words to describe what I like and do not like about a piece of music  -Can recognize the work of at least on famous composer  -Improve my work; explaining how it had been improved</p>
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	<p>Look at laws in historic times and how they have changed.</p> <p><b>SMSC –</b>          To look at and think about criminal Law. How do we distinguish right from wrong? Do all heroes stick to these rules? What is the difference between fictional and non-fictional heroes and their understanding of rules?          Look at how heroes accept responsibility for their actions ‘With great power comes great responsibility’, Spiderman.</p> <p><b>Music –</b>          Harvest Festival          Christmas Carol Concert          -Can sing a tune with expression          -Can play clear notes on instruments          -Can use different elements in my composition          -Can compose melodies and songs          -Can combine different sounds to create a specific mood or feeling          -Use musical words to describe a piece of music and compositions          -Use musical words to describe what I like and do not like about a piece of music          -Can recognize the work of at least on famous composer          -Improve my work; explaining how it had been improved.</p>	<p><b>Music –</b>          -Can play clear notes on instruments          -Can use different elements in my composition          -Create repeated patterns with different instruments          -Can compose melodies and songs          Create accompaniments for tunes          -Use musical words to describe a piece of music and compositions          -Use musical words to describe what I like and do not like about a piece of music          -Can recognize the work of at least on famous composer          -Improve my work; explaining how it had been improved</p>	