



# Year 3 Curriculum HT3

**PSHE**  
Dreams and Goals

**E-safety**  
Privacy and Security

**Commando Joe**  
Sir Ernest Shackleton  
Mission focus:  
Teamwork, Resilience, Self-Awareness,  
Positivity

**Personal Development**  
**Wider Curriculum Clubs Available**  
Choir, art, football, drama, computing, yoga, cookery,  
sewing, clay creators, dodgeball, chess French.

**Trips and Visits**  
Mangentic Workshop - 24.1.24

**No Outsiders**  
We're all wonders  
To use my pupil voice



## English

### Inspirational Text



### Class Story



Genres for writing:  
Narrative  
Dialogue  
Diary  
Letters  
Instructions

Within writing, Year 3 will be focusing on:

- Multi-paragraph stories with a paragraph for beginning, middle and end
- Purposeful similes to help the audience understand the setting and/or characters
- Rhetorical questions for tense for a given genre
- Using progressive forms within narrative to express action
  - Write consistently in an appropriate
  - Using effective word choices and the suitability to the genre
- Correctly using all taught punctuation across genres
- Using conjunctions, adverbs and prepositions to express time and cause
  - Proof reading and self editing

### Poetry

The poem Year 3 are studying and learning to recite this half term is "Lines written by A Bear With Very Little Brain - A.A.Milne"

## Maths

**Week 1 - 2 - To multiply and divide**

- Compare multiplication and division statements
- Use known multiplication facts to solve other multiplication problems
- Find multiplication and division fact families
- Learn to multiply and divide by Partitioning
  - Solve multi-step problems

**Week 3 - 4 - Measure**

- Measure lengths in millimetres, centimetres and metres
  - Compare lengths
  - Add and Subtract lengths
- Measure the perimeter of a shape
- Learn about equivalent lengths

**Week 5 - Money**

- To record money in £ and p
- To learn how to convert money
- To add and subtract amounts of money
- To solve problems including ones that involve finding change

**Week 6 - Statistics**

- Present information in different ways
- Use pictograms, bar charts and tables
- Answer questions based on information presented in different ways
- To solve one and two step questions using information presented in bar charts, pictograms and tables

**Mental Maths - 8x tables, partitioning for addition and subtraction**

**MoneySense**

## Science

The Year 3 science topic this half term is Forces and Magnets.

Children will learn about Push and Pull forces and Friction. They will develop their knowledge of how this relates to the use of magnets

**Workshop**

## History

Year 3 will be completing a short study on Ancient Civilisations.

Our focus will be the Indus Valley, Ancient Sumer and Ancient Egyptians and how these civilisations impacted the world.



RSA articles: 6, 27, 31

## Computing

Year 3 will be learning about programming in their computing sessions.

Children will be using the laptops to develop their knowledge of Scratch and how to programme using blocks of code.

## Spellings

A new list will be handed out on a Monday.

Spellings will be tested every fortnight. We will expect the children to learn the spelling pattern and apply this in their writing.

Focus on - oa, ow, oo, ew, ue

## Music

Miss Marsden will be teaching music to Y3 this half term. They will be learning to play the Ukulele



**Specialist Teacher**

## Art

Year 3 will be completing a portrait project.

They will be learning at the skills required to create a portrait of someone they admire

**Specialist Teacher**

## P.E

The children will be continuing to develop their football and dance skills

## French

This half term our French learning will be based on animals and discussion preferences

**Specialist Teacher**

## RE

Could Jesus heal people?  
Were these miracles or is there some other explanation?



# Knowledge Jigsaw

## Year 3 History HT3



### What we already know

**Stone Age** This era was 2.6 million years ago. Ended in 3300BC.  
**Iron Age** - 1200BC-600BC  
**Bronze Age** 3300BC-1200BC

Events go in chronological order, from oldest time to most recent.

**Civilisation** - describes a complex way of life that came about as people began to develop networks of urban settlements.

### Civilizations

**Ancient** means the past and no longer exists.

**Civilization** means a society and way of life.

There were three ancient civilizations-  
 The Ancient Egyptians  
 The Ancient Sumer  
 Indus Valley

All these ancient civilizations were built around a river.

Ancient civilizations were built around a river.  
Ancient periods are at the start of a timeline.

### Indus Valley

**Indus Valley** - 3300-1500 BC.

It is where Pakistan is now.  
 There were around 80,000 people living there.  
 No-one can translate their ancient language.

**Built near the River Indus.**  
 They were farmers.  
 They used the river to wash, drink and for their farming.

No one knows why they left the valley.

Indus people were farmers and they used a language no one can translate.

### Ancient Sumer

**Ancient Sumer**- 3100-539 BC.

It is where Iran is today.  
 It was built between the River Tigris and Euphrates.

They wrote down records and laws.  
 They loved arts and literature.  
 They were taken over by the Elamites.

Ancient Sumer was built near a river, they loved the arts and literature and had their own rules like today. They were more advanced than the Indus people.

### Ancient Egyptians

**Ancient Egyptians** 3100-332 BC.

It is modern day Egypt.  
 It was built near the River Nile.

They built the pyramids, used hieroglyphics and there were lots of artefacts found.  
 Alexander the Great invaded Ancient Egypt. He was a Greek King from Ancient Greece

Ancient Egypt was built near a river, they built

Ancient Civilizations developed near to rivers.

Ancient civilizations during the same period but in different places had differences and similarities.

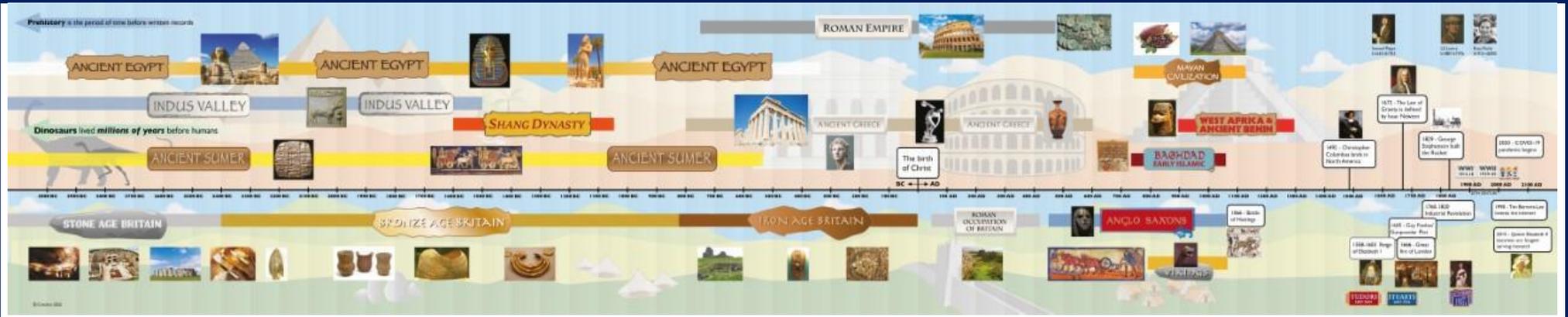
The Indus valley made small sculptures out of clay, they used these as good luck charms. Sumer also built sculptures however, one of their sculptures was 30ft tall.

The ancient Egyptians and Indus Valley used symbols and pictures to write. They both used mud bricks to build their houses.

The ancient Egyptians and ancient Sumer both had their own types of medicine.

The Ancient Sumer invented- the plough, the chariot, textile mills and mathematics.

The Indus River valley and Sumer had common social classes. The Indus River valley's social class was made up of four classes. The first class was priests and kings. The second was rulers and warriors. The third was merchants. The last class was peasants



# Knowledge Jigsaw

## Year 3 Computing HT3



### What we already know

We know how to use Scratch Jr on iPads.  
We know how to open the app, looking for the icon.

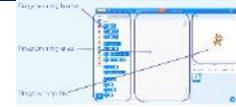
To move the cat you need to choose a programming block, drag it into the programming area and then tap on it.

An **algorithm** is a set of precise instructions showing what you want your program to do.

When **designing** a program you need to consider what the appropriate background and sprite would be. You also need to consider the starting position of the sprites

This is Scratch.

Each block in Scratch is a command which controls your sprite or stage.



### Sprites

The blue blocks are the motion blocks.

You can change what your Sprite looks like by clicking on costumes.

You can add sounds to your sprite by clicking on sounds.

### Background

To add a backdrop to your stage, click on stage on the



bottom right hand corner of the screen. Click on:

Then choose the background.

You can change the code, looks and sounds of the stage.

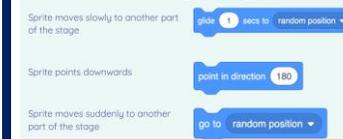
To change the stage click on the looks blocks.

To change the design of the stage click on backdrops.

To add a sprite, click on the choose sprite button and then select the sprite you want.



Motion blocks: glide, point to direction and go to.



### E-safety

In order to create accounts online, you have to provide personal information such as name, email address, date of birth etc. It is important to check with a trusted adult before sharing any information, especially personal information online.

A **sequence** is a pattern or process in which one thing follows another.

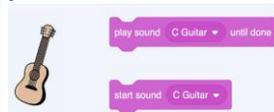
You can use event blocks to start a project.



### E-safety

A smart device is an electrical device that is connected to a home network. Smart devices listen out for key words which are sent to a computer so the computer can understand what is said and then provide a response back to you. Smart devices collect and share your personal information with different companies.

Each sprite has sounds available e.g. for the guitar sprite you can use:



To get musical notes, you need to choose a musical instrument sprite.

The order of instructions is important.

CCGGAAG are musical notes for the start of a song. They are also an algorithm.

An **algorithm** is a precise set of ordered instructions.

A chord is created when certain notes are played at the same time.

You can code your sprite to play these chords.

You can use code sequence to animate the appearance of sprites.

When you have multiple sprites in a project it is helpful to name them. To do this click on the sprite section of the screen. Choose the sprite you want to name and type it in the sprite box.



When you have written an algorithm it is important to test it and **debug** it if it doesn't work how you want it to. Debugging is fixing a mistake in a program so that it does what you expect it to.

### E-safety

Passwords protect your reputation and important information such as photos, videos, bank details etc. People might try to break into your account to get at the things you find important by guessing your password. To keep your password safe, you could write it down and keep it in a safe place, use a password manager or create a password secured file on your device.



### What we already know

Solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Year 2–Materials)

### Forces as push and pull

Some **forces** need contact with objects to move and this is a **push** or **pull force**.

#### Push



#### Pull



Classifying is when you sort items into different groups based on their similarities and differences.

A fair test is when one variable is changed and the others remain constant.

A comparative test is when you test and compare different cases and situations.

### Friction

**Friction is the resistance one surface or object receives when moving over another.**

An object will move more smoothly on table or corridor floor compared to the carpet or grass.

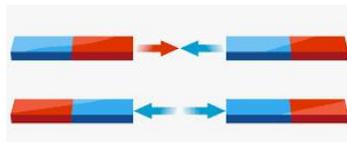


### A magnet and its poles

A magnet has two poles. These are called the **north pole** and **south pole**.



The same poles **repel** each other and opposite poles **attract** each other. This is known as a magnetic force.

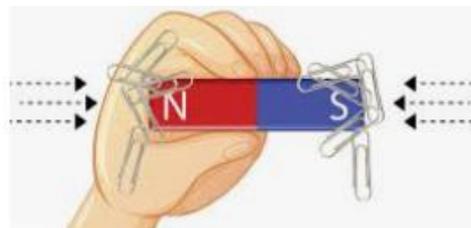


### Magnetic force

Some forces do not need contact with an object.

When a magnet is used to move an object this is called **magnetic force**.

Pattern seeking is when you observe variables that cannot be controlled to notice patterns



### Magnets attract some materials and not others

Magnets attract: **iron, nickel and steel.**



Magnets repel: **copper, silver, gold.**



Objects that are **magnetic**: a paper clip, staple, nuts and bolts, iPad locker.

Objects that are **not magnetic**: tin foil, blu-tac, door handles, copper coins.



Our Discovery Question:

**Could Jesus heal people? Were these miracles or is there some other explanation?**

Knowledge

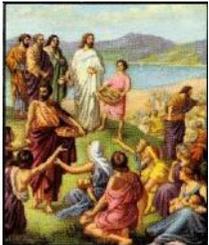
The Christian concept of Incarnation is that God became man and lived among men and women as Jesus.



A miracle is something that is outside of the usual rules of nature/expectations. Christians believe that Jesus had special abilities and could perform miracles.

The Christian bible has two sections the Old Testament and the New Testament.

In the New Testament, there are stories that tell Christians about the miracles Jesus performed, some of these miracles include Jesus healing people and in others he created things.



In the blind man, Jesus uses saliva to heal a man that was born blind.

In the paralyzed man, Jesus builds on the faith of the friends to heal him.



Personal Reflection

I express my views about miracles both then and now.

I can discuss any modern-day occurrences which could be described as, or which I believe to be, miraculous.

# Knowledge Jigsaw

## Year 3 PSHE HT3



### What we already know

- I know how to stay motivated when doing something challenging
- I can carry on trying even when things get difficult
- I can recognise who I work well with and who it is more difficult for me to work with
- I know how to have a positive attitude when working in a group
- I can help others to achieve their goals
- I know how to share success with other people

### Dreams and Goals

A challenge is something difficult to deal with or achieve.

Perseverance is **persistence in doing something despite difficulty or delay in achieving success.**

A disability is a **physical or mental condition that limits a person's movements, senses or activities.**



### My Dreams and Ambitions

A goal is **something a person is ambitious to achieve and will aim for a desired result.**

Dreams are an ambition.

Aspiration is **a hope or an ambition to achieve something.**



### A New Challenge

Working together as a team can help to achieve a goal.

A comfort zone is a situation where a person feels safe or at ease.

Team leaders are people needed to help the whole team stay on task and ensure that the task is completed on time.

Know how to embrace new challenges based on knowledge to achieve them.

### Overcoming Obstacles

Obstacles means **a thing that blocks one's way or prevents or hinders progress.**

Know that obstacles may occur that will affect achievements.

Know how to overcome obstacles that may occur.



### Celebrating My Learning

Review means **a formal assessment of something with the intention of changing something if necessary.**

Constructive feedback is the type of feedback aimed at **achieving a positive outcome** by providing someone with comments, advice or suggestions that are useful for their work.





**What we already know**

We know where France is and that other countries around the world also speak French.

We know certain greetings: bonjour, salut, au revoir, à bientôt

We can ask how we are and respond

We can introduce ourselves and ask the question

We know numbers up to 10

We know some colours

**Animals**

Know that in France animals make a different noise to English.



Know that the indefinite article a, has two words in French un/ une.  
 Know that the sound spelling of ch is sh.  
 Know that the sound spelling of oi is wa.

**To ask questions, respond and express preferences**

Qu'est-ce que c'est...

C'est un/une ...



To know that the sound spelling of c'est is say

**Preferences and Likes**

To express like or dislike of animals.

J'aime/ Je n'aime pas

Mon animal préféré est...



**Plural Animals**

Know that in French, when we use the plural noun, we use the word les.

Les chats	
Les chiens	
Les poissons	
Les lapins	
Les moutons	
Les vaches	
Les souris	
Les oiseaux	
Les chevaux	

Know that the final 's' in plural nouns is silent.  
 Know the sound spelling of les is lay.

**Writing Sentences**

Je vois

Dans - in

Le ciel	Sky
Le jardin	Garden
Un aquarium	Aquarium
Le champ	Field
La maison	house

Je vois un chat dans le ciel





What we already know

Drawing is making marks on any surface anywhere.

The earliest drawings date back to cave art.

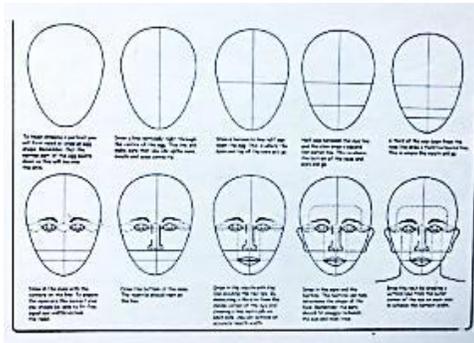
Drawing can have many purposes; to record what you see, to express emotions or ideas or to communicate.

Artists may have added to their drawings over time.

Charcoal and chalk pastels can be used in different ways. They can be used to draw in line. Line can be bold or feint. Charcoal and chalk pastels can also be smudged, blended and stippled to create tone.

Portraiture

A portrait is a representation of a person.  
To understand how to use facial proportions when drawing a head.



Artists

To look at vibrant portraits of celebrities by the artists, Andy Warhol and Shepard Fairey.  
To learn how they use line, shape and colour.  
To learn about how they sometimes create high impact by using complementary colours.



Colour Theory

Primary Colours	Secondary Colours
Red	Orange
Yellow	Purple
Blue	Green

Know that primary colours cannot be made.

Know that primary colours are mixed to create secondary colours.

- + = Red and Yellow = Orange
- + = Red and Blue = Purple
- + = Yellow and Blue = Green



Yellow, orange and red are hot colours and that blue, green and purple are cold colours.

Complementary colours sit opposite each other on the colour wheel; red and green, yellow and purple, orange and blue.

Mono-printing

Inspired by Andy Warhol and Shepard Fairey, to explore line and shape using mono-printing.  
When we create mono-prints, we use line to create one-off prints.  
To know that when we make mono-prints, we create an impression of a drawing.  
To know how to create mono-prints using drawing materials, e.g. graphite, oil pastel, etc.



Mixed-Media

Mixed-media is when more than one type of art material or technique is used to create a piece of artwork e.g. mono-print, paint and fine-liner pen.



# Knowledge Jigsaw

## Year 3 Music HT3



### What we already know

We can read and understand quaver, crotchet and minims including rests.

We can copy melodic and rhythmic phrases using body percussion, our voices and instruments.

We can perform in time to a beat and follow notation on the notes B, A and G.

We are able to listen to music commenting on the dynamics, tempo, pitch, mood, instrumentation, structure and melody.

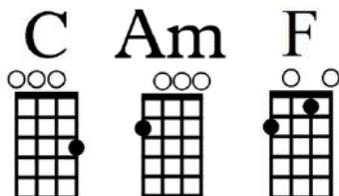
We can listen to class performances identifying successes and suggesting areas for improvement e.g. playing in time to the beat, stopping on rests and controlling the dynamic of our voice/instrument.

### Performing and Composing

Re-cap chords A minor and C becoming familiar with reading tab.

Learn chord F and perform a piece with crotchet and quaver rhythms following repeat signs.

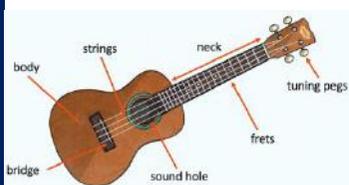
Compose lyrics for a verse and chorus using chords learned.



Learn about where the ukulele comes from and how to hold it correctly.

Learn the names of each part of the ukulele including the four strings – G, C, E and A.

Learn chord C and perform pieces to a backing reading notation and strumming in time.



### Performing and Listening and Appraising

Perform compositions and appraise discussing chord accuracy, tuneful singing, performing in time, song structure and dynamics.

Learn chord G and perform a piece changing accurately between two chords.

**Row, Row, Row Your Boat**

Alternative Verses:  
 Row, row, row your boat, gently to the shore, if you see a lion there, don't forget to roar  
 Row, row, row your boat, gently to the creek, if you see a mouse there, don't forget to squeak.  
 Row, row, row your boat, gently to the river, if you see a polar bear don't forget to shiver.

### Performing and Listening and Appraising

Learn chord A minor and perform a piece to a fast tempo reading crotchet, quaver and semiquaver rhythms.

Understand and follow a repeat sign in music and perform with control to stop strumming on crotchet rests.

**Am Fast Strums**

### Performing and Composing

Improvise different rhythms on chords A minor C and F performing in time to a beat.

Learn chord D minor and perform a traditional sea shanty on chords D minor and C.

Read notation from left to right and strum chords whilst following rhythms shown onscreen in '3 Chord Funk'.

**Drunken Sailor**

What shall we do with a drunken sailor?  
 What shall we do with a drunken sailor?  
 What shall we do with a drunken sailor?  
 Early in the morning?

**MUSICAL FUTURES**

LearnToPlay: Ukulele

**3 Chord Funk: C Am F**

# Knowledge Jigsaw

## Year 3 PE HT3 (Dance)



### What we already know

Counts: A performer uses counts to stay in time with the music and / or other performers.

Opposites can be expressed as forwards and backwards, and up and down.

Pathways are used to move around an area

Formation: where dancers are in relation to each other

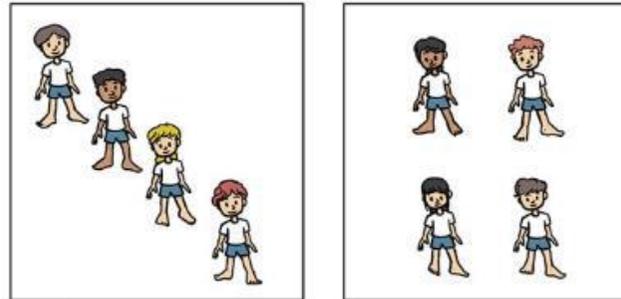
Action: The movement a dancer does e.g. travel, jump, kick.

Canon is a dance technique that requires dancers to take it in turns to perform a movement. This movement is then identically copied and performed by others.

Unison in dance is when two or more dancers perform exactly the same movements at exactly the same time.

Clear shapes are important when working in a group.

Formation: where dancers are in relation to each other.



When going between positions, it's important to create big, bold shapes

When dancing, shapes are important so that the dance is appealing.

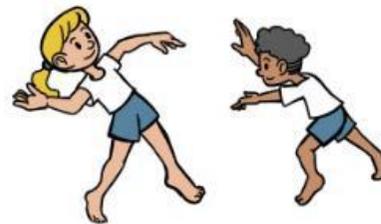
Dynamics and actions can be used in a dance routine.

Dynamics: How a movement is performed e.g. robotically, softly.

Movements can be used to represent a character.

One movements impacts another.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.



Changes in level, direction and speed can make dances more interesting.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

## Knowledge Jigsaw

### Year 3 PE HT3 (Football)



#### What we already know

To dribble affectively you need to send the ball ahead of you whilst dribbling so you can run with it.

When controlling the ball with the foot, a player can use the different parts – inside, outside, underneath and laces.

Keep your head up so you know where the defenders are. Think about changing direction or speed with the ball to move away from a defender.

Remember the 4 'S' to help take your time passing

STOP – Stop the ball by placing your foot on top.

STEP - Step next to the ball with your non-kicking foot.

SEE – Look up to see where you are going to pass.

SEND – Send (pass) to your target using the inside of your foot.

To change direction with the ball using an inside and outside hook.

Inside hook: Take your weight on your standing foot. Use the inside of the foot to hook the ball back behind you. Turn on your standing foot, accelerate to follow ball.



Outside hook: Take your weight on your standing foot. Use the outside of the foot to hook the ball back behind you. Turn on standing foot, accelerate to follow ball.



It is important to accelerate out of a turn to get away from defenders.

**Drag back:** Place one foot on the top of the ball, foot stays in contact with the ball. Drag the ball backwards using the sole of the foot and move off in the opposite direction.



Tracking is used to slow an opponent down by moving slowly into the direction they are moving.

**Jockeying technique:** Knees bent with a low body position. Try to slow down the opponent by moving slowly backwards in the direction that they are moving (getting in their way).



Defenders need to jockey / track their opponents to slow them down when trying to score goals. They need to communicate with your teammates when you are ready to receive a pass.

When looking to save a ball you need to:

- Be in a ready position
- Readjust your angle as the ball moves
- Stay on your toes ready to move
- watch the ball

When in goal, it is important to close the angle of a shot as the straighter the shot the larger the target.



A game starts with a kick off. A team scores a goal when they beat the keeper. When the ball goes out of the side line, it is a throw in and when it goes across the end lines it is either a goal kick or corner.