



Sandford St Martin's CE VA Primary

Cohesive curriculum progression map
Year 3

Year 3 - AUTUMN TERM

Reading	Writing	Maths	Science
<p><u>Term 1A</u> Anne Fine [Modern Fiction] Novels (Volume I) [Modern Fiction] Prehistoric Britain [Non-Fiction]</p> <p><u>Term 1B</u> Keeping Healthy [Non-Fiction] Disney Songs ** Colours ** Different Cultures [Books from other cultures]</p> <p>Develop positive attitudes to reading, and an understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently.</p>	<p><u>1. The Marvellous fluffy Squishy Itty Bitty</u> Write Stuff - Narrative EK - Subordination (when, if, that, because) and co-ordination (or, and, but), - expanded noun phrases, punctuation: commas in a list (4 weeks)</p> <p><u>2. Stone Age Boy</u> Write Stuff – Narrative EK: - Word families based on common words, conjunctions (when, before, after, while, so, because) - Introduction to inverted commas to punctuate direct speech, express time, place and cause - Using conjunctions, prepositions – before, after, during, in, because of (4 weeks)</p> <p><u>3. Skara Brae</u> Write Stuff – Holiday Brochure EK: - Formation of nouns using a range of prefixes – ante, auto, super - Headings and sub headings to aid presentation - Introduction to paragraphs (4 weeks)</p>	<p>Place value within 1,000 Counting in 100s Counting in 50s Partitioning H T O Number lines 1, 10, 100 more/less Comparing and ordering</p> <p>Addition and subtraction (1):</p> <p>Addition and subtraction (2):</p> <p>Multiplication and division (1):</p> <p>Multiplication and division (2):</p>	<p style="text-align: center;">Rocks</p> <p>EK – There are different types of rocks and soils EK - Describe in simple terms how fossils are formed</p> <p>EPFW - To be able to make careful observations. To be able to set up simple comparative tests.</p> <p style="text-align: center;">Animals including humans</p> <p>EK - That animals, including humans, need the right types and amount of nutrition (and that they cannot make their own food)</p> <p>EPFW - Humans and some animals have skeletons and muscles for support, protection and movement. EPFW - To be able to use evidence to answer questions.</p>

Year 3 – AUTUMN TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>T - Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today.</p> <p>I - Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.</p> <p>C - Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p>	<p><u>Stone Age, Bronze Age and Iron Age</u></p> <p>Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age</p> <p>Know that these ages are named after the different materials that humans used for tools; the periods are different in different parts of the world so it is difficult for historians to know exactly when these periods begin or end, and they do not fit well to all parts of the world</p> <p>Know that the Bronze Age began in approximately 2,000 BCE in Britain; humans smelted copper ore and added tin to make bronze metal, which could be used to make tools in many more shapes than stone</p> <p>Know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43.</p>	<p>Know that Wareham is located within the county of Dorset and identify this county in an atlas</p> <p>Recognise our school and local landmarks, including St Martin's church, Wareham Town museum and Wareham railway station on a section of an Ordnance Survey map</p> <p>Know that England, the nation in which Wareham is located, is made up of around 50 counties, of which North Yorkshire is the largest by area and Greater London is the largest by population</p> <p>Know how to identify the counties of England using an atlas</p> <p>Know that the nearest countries to the United Kingdom are the Republic of Ireland, France and the Netherlands; know how to identify these countries using an atlas</p>	<p>To understand what a flowchart is and how flowcharts are used in computer programming</p> <p>To understand how to use the repeat command</p> <p>To design and create an interactive scene</p> <p>To know what makes a safe password</p> <p>To understand how the Internet can be used in effective communication</p> <p>To consider the truth of the content of websites</p> <p>To learn about the meaning of age restrictions symbols</p> <p>To use the symbols more than, less than and equal to, to compare values</p> <p>To produce a variety of graphs</p> <p>To learn about cell references</p>	<p>Being me in my world</p> <p>I can Set goals for myself</p> <p>I have self worth and identity.</p> <p>I understand challenges can be positive.</p> <p>I can make responsible choices.</p> <p>I can see things from other people's perspectives.</p> <p>I understand that I have rights, there are rules and I have responsibilities.</p> <p>Celebrating Difference</p> <p>I understand what family is and how they can be different.</p> <p>I understand what bullying is and how to solve it.</p> <p>I recognise that words can be hurtful.</p> <p>I can give and receive compliments.</p>

Year 3 – AUTUMN TERM

ART	DT	PE	MUSIC	MFL
<p>Indian Art To develop the use of sketching skills. To develop shading skills. To experiment with different brushes and paint effects. To explore block printing.</p>	<p>Seasonal Stockings Design realistic ideas based on a design criteria and the needs and wants of the user. Say how their products will work and be effective/ suitable for their intended users. Model ideas using prototypes. Use annotated diagrams. Begin to refer to design criteria as they plan and make. Demonstrate independent use of more than one stitch. Key vocab</p>	<p>Real PE Skill 10 Coordination Footwork Skill 1 Static Balance One Leg</p> <p>Skill 6 Dynamic Balance to Agility Jumping and Landing Skill 2 Static Balance Seated</p>	<p>♪ play musical instruments based on the tempo of the music. I understand that the speed of music can change gradually or suddenly. (Pulse/ Tempo)</p> <p>♪ understand that lots of layers creates heavier sounds and fewer layers create a lighter sound. I know there are a range orchestral family groups and how these instruments are played in our chosen songs. (Texture/ Timbre)</p> <p>♪ sing a widening range of unison songs of varying styles and structures with a pitch range of do-so. (Singing)</p> <p>♪ understand that music can be come from a variety of sources and can begin to identify where I believe they come from. I can start to identify the introduction, verse and chorus of a variety of songs. (Listen and Appraise/ Structure)</p>	<p>(Early: I am learning French) Colours, numbers, basic conversational greetings.</p> <p>Phonics Lesson 1 Alphabet and phonics</p> <p>Seasons 4 seasons Hot/cold Sun/snow/rain</p>

Year 3 - SPRING TERM

Reading	Writing	Maths	Science
<p><u>Term 2A</u> World Book Day Poetry Jamboree (re-tell poetry by heart) [Poetry] Novels (Volume II) [Modern Fiction] Internet Safety (Safer Internet Day, Feb 14th) [Non-Fiction]</p> <p><u>Term 2B</u> POETRY (NATIONAL POETRY MONTH, APRIL, Depth study) – The Dentist and the Crocodile, Matilda who told lies and was Burned to death, The Sound Collector) [Poetry] Dick King Smith [Fiction from our literary heritage] Light and Shadows [Non-Fiction]</p> <p>Develop positive attitudes to reading, and an understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently.</p>	<p>1. If I were in charge of the world. The write stuff- Poetry (Y2 Unit)</p> <p>3.- If I were in charge of the School- Formal letter (following on from previous unit) Not write stuff- use stimulus from previous unit.</p> <p><u>2. How a Robot Dog Works</u> Write Stuff – Explanation EK: - Introduction to paragraphs as a way to group material, express time, place and cause - Using conjunctions, - Adverbs: then, next, soon, therefore. (4 weeks)</p>	<p>Multiplication and division (3):</p> <p>Length and perimeter:</p> <p>Fractions (1):</p> <p>Mass:</p> <p>Capacity:</p>	<p style="text-align: center;">Light</p> <p>EK - We need light in order to see things and that dark is the absence of light EK - Light is reflected from surfaces EPFW - Shadows are formed when the light from a light source is blocked by a solid object</p> <p>ED – Pattern (shadows)</p> <p>EPFW - To be able to make systematic and careful observations and measurements. <i>Note: ensure Maths unit 8 lesson 1 + 2 prior</i></p> <p style="text-align: center;">Forces and magnets</p> <p>EK - Magnets as having two poles that attract or repel EK – Some materials are magnetic (and some metals are not)</p> <p>EPFW - To be able to set up a simple fair-test. EPFW - To be able to make systematic and careful observations.</p>

Year 3 – SPRING TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>I can explain why water is important. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> <p><i>T - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</i></p> <p><i>I - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</i></p> <p><i>C - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</i></p>	<p><u>The Maya</u></p>	<p>Know that some of these world famous landmarks are considered to be human features (e.g. Golden Gate Bridge) and others are considered to be physical features (e.g. the Great Barrier Reef)</p> <p>Know how to locate countries and continents in an atlas</p> <p>Know that people travel to visit places of interest around the world including these famous landmarks. This is called tourism; tourism provides jobs and money for local people, but can also bring environmental problems, such as air pollution from air travel</p>	<p><i>To introduce typing terminology</i> <i>To understand the correct way to sit at the keyboard.</i> <i>To learn how to use the home, top and bottom row keys.</i> <i>To practice typing with the left and right hand</i></p> <p><i>To know what a word processing tool is for.</i> <i>To add and edit images to a desktop publishing program</i></p> <p>To think about different methods of communication To open and respond to an email using an address book To learn how to use email safely To add an attachment to an email To explore a simulated email scenario</p> <p><i>To sort objects using just 'yes' or 'no' questions</i></p>	<p>Dreams and Goals I have dreams and goals I can take on new challenges. I have motivation and enthusiasm I can recognise and try to overcome obstacles. I can evaluate my learning processes. I am learning to manage my feelings.</p> <p>Healthy Me I understand how to exercise and why. I understand what drugs are wrong to take and why we need to take medicines carefully. I understand keeping safe and why it is important online and offline. I have respect for myself and others. I can make healthy and safe choices.</p>

YEAR 3 - SUMMER TERM

Reading	Writing	Maths	Science
<p><u>Term 3A</u> Rocks and Fossils Roald Dahl inc playscript version of Charlie and the Chocolate Factory [Fiction from our literary heritage / Plays] Songs ** Weather ** [Fiction / Non-Fiction]</p> <p><u>Term 3B</u> Children’s Classics (Volume I) [Fiction from our literary heritage] Monsters [Modern Fiction] Spiders [Fiction]</p> <p>Develop positive attitudes to reading, and an understanding of what they read. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Understand what they read, in books they can read independently.</p>	<p>1.Narrative Write Stuff – Flood EK: - Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] - Prepositions [for example, before, after, during, in, because of] EK - Inverted commas to punctuate direct speech (4 weeks)</p> <p>2. <u>An alternative to plastic straws- Stroodles – persuasive advert.</u> (Y4 unit) non fiction. EK:</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession 	<p>Fractions (2):</p> <p>Money:</p> <p>Time:</p> <p>Angles and properties of shapes:</p> <p>Statistics:</p>	<p style="text-align: center;">Plants</p> <p>EK – Function of roots, stem, leaves and flowers (inc water movement)</p> <p>EK – Seeds/bulbs require the right conditions to germinate and grow</p> <p>EK – Plants (flowering) can reproduce through pollination, seed formation, seed dispersal</p> <p>EPFW - To be able to make systematic and careful observations</p> <p>EPFW - To be able to set up a simple practical enquiry.</p> <p>EPFW - To be able to use results to draw simple conclusions.</p>

Year 3 – SUMMER TERM

RE	HISTORY	GEOGRAPHY	COMPUTING	PSHE
<p>T - Understand where God and Creation fit in the 'Big Story' and make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>I - Describe what Christians do because they believe God is Creator.</p> <p>C - Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>T - Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>I - Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>C - Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>	<p><u>The Maya</u></p>	<p>Understand the terms rainfall, temperature, wind and humidity; know that weather represents the day-to-day levels of these things and that climate represents an average for a given area</p> <p>Use an understanding of rainfall, temperature, wind and humidity to compare climates</p> <p>Know that a desert is a region with extremely low precipitation; for example, the world's largest desert is found in Antarctica – although it is not hot there, there is very little rainfall</p> <p>Know that there are imaginary lines of latitude and longitude on the Earth; know that latitude shows the north/south position of a given location and that longitude shows the east/west position of a given location (see diagram below)</p> <p>Understand lines of latitude and how the Earth can be divided into polar, temperate, sub-tropical and tropical zones and that each tend to have different climates and biomes; know that a biome is a community of plants and/or animals that share characteristics based on the environment in which they live (e.g. evolved to survive in hot conditions)</p>	<p>To explore a simulation To analyse and evaluate a simulation</p> <p>To enter data into a graph and answer questions To solve an investigation and present the results in graphic form</p> <p>To add slides to presentations To add media to presentations To format text appropriately To add shapes and lines to enhance a presentation. To use the skills learnt to design and create an engaging presentation</p>	<p>Relationships</p> <p>I understand family roles and responsibilities.</p> <p>I understand in friendship you need to negotiate and what that means.</p> <p>I understand how to keep safe online and who to go to for help.</p> <p>I understand that I am a global citizen.</p> <p>I am aware that my choices can affect others.</p> <p>I know that other children can have different lives to me.</p> <p>I express appreciation for my family and friends.</p> <p>Changing me</p> <p>I understand how babies grow</p> <p>I understand a baby's needs.</p> <p>I know how my body changes on the outside and how it changes on the inside.</p>

Year 3 – SUMMER TERM

ART	DT	PE	MUSIC	MFL
<p>Can we change places? To develop sketching and design skills. To select and use a range of materials to add depth and texture to their 3D sculpture work.</p>	<p>Mini Greenhouse Say how their products will work and be effective/ suitable for their intended users. Begin to refer to design criteria as they plan and make. Understand how something can be made stronger/stiffer/more stable (considering different materials, reinforcing and shape of structure).</p>	<p>Real PE Skill 12 Agility Reaction / Response Skill 3 Static Balance Floor Work</p> <p>Skill 11 Agility Ball Chasing Skill 4 Static Balance Stance</p>	<p>♪ that sounds can get louder gradually (crescendo) and quieter gradually (diminuendo). I can play a tuned instrument using the notes C, D, E, F & G. (Dynamics and Playing)</p> <p>♪ improvise using voices, tuned and untuned percussion in either whole-class/ group/ individual inventing short 'on-the-spot' responses. I am going to make decisions based on the style (Improvise and Perform)</p> <p>♪ understand that music can be the same or different and can give my opinion. I can tell that music has a beginning, middle and an end and can also sometimes have an echo. (Listen and Appraise/ Structure) CONTINUE AND DEEPEN</p>	<p style="text-align: center;">Ice Creams (Early) I would like.... And (et)... 10 flavours Please, cornet, pot</p> <p style="text-align: center;">Little Red riding hood (Early) Characters, setting Parts of the body</p>