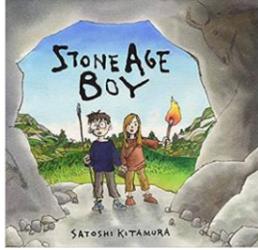
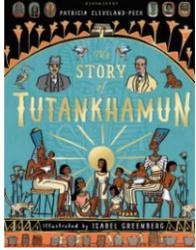
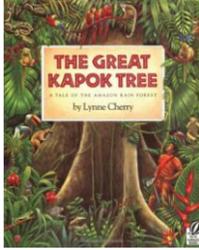
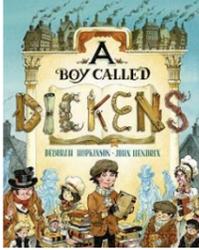


Year 3: Curriculum 2022 - 2023

Topic	1	2	3	4	5	6
History Geography Art DT	<p>Stone Age</p> <p>Question: How did stone age people survive in ancient Britain?</p> <p>Outcome: Children to compare and contrast the way stone age people lived and to create stone age artwork inspired by Will Lord.</p> <p>History:</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe changes in Britain from the Stone Age to the Iron Age. Describe the achievements of the earliest civilizations. <p>Art:</p> <ul style="list-style-type: none"> Express an opinion on the work of famous, notable artists Improve their mastery of art and design techniques, including painting with a range of materials Mix colours effectively using the correct language (e.g., tint, shade, primary, secondary) 	<p>Iron Age</p> <p>Question: What were the most significant changes in Britain from the Stone age to the Iron age and what impact has it has on us today?</p> <p>Outcome: Exhibition of in the school hall where the children are the curators and guide us through what they have learnt about early Britain.</p> <p>History:</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe changes in Britain from the Stone Age to the Iron Age. Describe the achievements of the earliest civilizations. <p>DT:</p> <ul style="list-style-type: none"> Work creatively with a range of materials, with some control. Use scales where numbers may be missing. Start to estimate length and distance. Start to understand area. 	<p>The River Nile</p> <p>Question: Would society in Egypt exist without the Nile?</p> <p>Outcome: Children will create a mini documentary to showcase their knowledge of the Ancient Egyptians and understand how the Nile played a pivotal part in its growth. Children to make their own food based on those eaten in Ancient Egypt.</p> <p>Geography:</p> <ul style="list-style-type: none"> Name and locate counties and cities of geographical regions. Identify human and physical characteristics (hills, mountains, coasts and rivers) Identify the position, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic circles. Describe and understand key aspects of human geography, including: types of settlement, land use and the distribution of natural resources including energy, food, minerals and water. <p>Art:</p> <ul style="list-style-type: none"> Learn about great artists, architects and designers in history Express an opinion on the work of famous, notable artists Improve their mastery of art and design techniques, including sculpting with a range of materials. 	<p>The Boy King</p> <p>Question: What happened to the boy behind the mask?</p> <p>Outcome: Children to produce their own Pharaoh tomb like Tutankhamun's.</p> <p>History:</p> <ul style="list-style-type: none"> Use an increasing range of common words and phrases relating to the passing of time. Describe changes in Britain from the Stone Age to the Iron Age. Describe the achievements of the earliest civilizations. GD - Make comparisons between the achievements of the earliest civilizations. <p>DT:</p> <ul style="list-style-type: none"> Talk about the different food groups and name food from each group. Understand that food has to be grown, farmed or caught and that this is not always local or in this country. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. 	<p>The Natural World</p> <p>Question: Why are jungles so wet and deserts so dry?</p> <p>Outcome: Children to create their own dioramas to use for a nature documentary.</p> <p>Geography:</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts and the water cycle. Compare and contrast the biodiversity of the temperate forest biome in which the United Kingdom is located with that of tropical forest and desert biomes and explain the differences. <p>Art:</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, with a range of materials Experiment with showing line, tone and texture with different hardness of pencils Improve their mastery of art and design techniques, including painting with a range of materials Mix colours effectively using the correct language (e.g., tint, shade, primary, secondary) 	<p>Welcome to Rochester!</p> <p>Scenario: The UK Government would like you to create a brochure full of information about the great city of Rochester and what it has to offer.</p> <p>Outcome: Tour brochure.</p> <p>Geography:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom. (L- compare differing region with locality) Hypothesize and draw conclusions relating to their fieldwork based on their own observations and geographical understanding. Justify why human and physical features are located where they are. <p>DT:</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including painting with a range of materials Mix colours effectively using the correct language (e.g., tint, shade, primary, secondary)

			<ul style="list-style-type: none"> Cut, make and combine shapes to create recognizable forms 			
Visits and Experiences	Guildhall Museum	Local visit to a church	Maidstone Museum			
Values	Community	Respect	Diversity	Happiness	Resilience	Teamwork/Aspiration
English	<p>Reading: Word Reading</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet, including: dis-, mis-, in-, il-, im-, ir-, -ly Read most Y3 common exception words (see NC appendix) <i>GD</i> - Read all Y3 common exception words (see NC appendix) <p>Reading: Comprehension</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Read books that are structured in different ways Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes in books Read poems aloud and perform play scripts Discuss words that capture the reader's interest and imagination Check that the text makes sense to them, discussing their understanding of words Ask questions to improve their understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence Predict what might happen from details stated Identify main ideas drawn from within one paragraph and begin to summarise these Identify how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech Retrieve and record information from non-fiction Participate in discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say. <i>GD</i> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. <i>GD</i> - Identify main ideas drawn from within one paragraph and summarise these. <i>GD</i> - Participate in reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say. <i>GD</i> - Begin to use dictionaries to check the meaning of words that they have read. 					

<p>Reading Outcome: Stone Age Boy Science Fiction/Fantasy</p> 	<p>Reading Outcome: The Iron Giant (film) War/ Conflict</p> 	<p>Reading Outcome: Zeraffa Giraffa Pupil Choice - alongside</p> 	<p>Reading Outcome: The story of Tutankhamun Local British Author</p> 	<p>Reading Outcome: The Great Kapok Tree Authors from around the world.</p> 	<p>Reading Outcome: A Boy Called Dickens Big issues – poverty.</p> 
<p>Writing: Transcription</p> <ul style="list-style-type: none"> • Use the prefixes un-, dis-, mis-, re-, pre- • Use the suffix –ly • Spell homophones brake/break, fair/fare, grate/great • Spell some of the words on the Y3/4 spelling list (see NC appendix) correctly • Spell some of the Y3/4 common exception words (see NC appendix) correctly • Use the first two or three letters of a word to check its spelling in a dictionary • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Use the diagonal and horizontal strokes needed to join letters and know when to join and when not to. <p>Writing: Composition</p> <ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary • Begin to organise writing into paragraphs as a way of grouping related material • Creating settings, characters and plot in narratives • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions • Use headings and sub-headings to aid presentation <p>Writing: Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use the forms 'a' 'or' 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box • Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, adverbs e.g. then, next, soon, or prepositions e.g. before, after, during. • Begin to use inverted commas to punctuate direct speech. • Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks') 					
<p>Writing outcomes: Diary Descriptive writing</p>	<p>Writing outcomes: Narrative Instruction writing</p>	<p>Writing outcomes: Personal Letters Poetry Information text</p>	<p>Writing outcomes: Newspaper report Persuasive writing</p>	<p>Writing outcomes: Adverts Playscripts</p>	<p>Writing outcomes: Biography Non-Chronological report</p>

<p>Maths</p>	<p>Number: Place Value Addition And Subtraction</p> <ul style="list-style-type: none"> To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To add and subtract numbers mentally, including a three-digit number and ones. To add and subtract numbers mentally, including a three-digit number and tens. To add and subtract numbers mentally, including a three-digit number and hundreds. <p>Methods: column method expanded column method</p>	<p>Number: Multiplication And Division</p> <ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. <p>Measurement: Money</p> <ul style="list-style-type: none"> To add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>Methods: grid method bus stop method</p>	<p>Statistics: Interpreting And Drawing Pictograms/ Bar Charts</p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables. <p>Number: Fractions</p> <ul style="list-style-type: none"> To recognise and show, using diagrams, equivalent fractions with small denominators. To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators 	<p>Measurement: Length And Perimeter</p> <ul style="list-style-type: none"> To measure, compare, add and subtract: lengths (m/cm/mm) <p>Number: Fractions</p> <ul style="list-style-type: none"> To recognise and show, using diagrams, equivalent fractions with small denominators. To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. 	<p>Measurement: Mass/Capacity</p> <ul style="list-style-type: none"> To measure, compare, add and subtract mass (kg/g) To measure, compare, add and subtract volume/capacity (l/ml). <p>Measurement: Time</p> <ul style="list-style-type: none"> To tell the time from an analogue clock. use Roman numerals from I to XII. Identify 12-hour and 24-hour time on a clock. 	<p>Measurement: Time</p> <ul style="list-style-type: none"> To write the time using an analogue clock Write time in Roman numerals from I to XII Write time in both 12-hour and 24-hour. <p>Geometry: Properties Of Shape</p> <ul style="list-style-type: none"> To identify right angles To identify whether other angles are greater or less than a right angle. To recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn.
<p>Science</p>	<p>Rocks</p> <p>Scenario: We are real life Minecraft Geologists!</p> <p>Outcome: Children will bring Minecraft characters to life to identify, classify and group rocks which will support the creation of their own rocks flow chart. Rocks will be found in the playground and local area.</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks based on 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. 	<p>Forces and Magnets</p> <p>Scenario: A toy company would like you to modify a racetrack toy so that the cars stop flying off the end of the track.</p> <p>Outcome: Children will investigate which surfaces work most effectively at slowing moving objects descending a slope.</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and 	<p>Light</p> <p>Question: How big can we make that shadow?</p> <p>Outcome: Children will use a torch and a plain background to cast shadows from objects seeing if they can manipulate them by changing the position of the light.</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. 	<p>Animals Including humans</p> <p>Scenario: An X-ray machine has been installed in each classroom.</p> <p>Outcome: Children will compare the skeletons of a variety of animals with the human skeleton and create a webinar of their findings by placing animals into an 'X-Ray box'</p> <ul style="list-style-type: none"> Identify 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 Identify humans and some other animals have skeletons and muscles for support, protection and movement. 	<p>Plants</p> <p>Question: How can we be great gardeners?</p> <p>Outcome: Children will plant seeds of flowering plants, fruits or vegetables in different conditions observing the changes over time.</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. 	<p>Plants</p> <p>Question: How did that vegetable get there? (farm to plate)</p> <p>Outcome: Children will dissect the flowers, fruits or vegetables that they have grown and discuss why some may not have grown.</p> <ul style="list-style-type: none"> To identify and describe the functions of different flowering plants including roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported within plants.

	<ul style="list-style-type: none"> Explain the formation of rocks – sedimentary, metamorphic and igneous. Explore the durability of rocks. What happens when weather effects rocks. Explain why different rocks are used for different purposes. 	<p>identify some magnetic materials.</p> <ul style="list-style-type: none"> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> Find patterns in the way that the size of shadows change 		<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Computing	<p>We are programmers</p> <p>Outcome: children create an animated cartoon using characters they design.</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. Use sequence ... in programs; work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs. Select, use and combine a variety of software to design and create content that accomplish(es) given goals, (presenting, information) 	<p>We are bug fixers</p> <p>Outcome: children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them.</p> <ul style="list-style-type: none"> Debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>We are presenters</p> <p>Outcome: children make a short, narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Work with various forms of input and output. Use technology safely, respectfully and responsibly. 	<p>We are vloggers</p> <p>Outcome: children choose a topic to teach to others. They research this using web-based sources, plan a presentation, source and create visual content and record a spoken commentary.</p> <ul style="list-style-type: none"> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>We are communicators</p> <p>Outcome: children learn about a number of online safety matters in a positive way. They will work with a partner in another class, learning how to use email and video conferencing safely.</p> <ul style="list-style-type: none"> Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>We are opinion pollsters</p> <p>Outcome: children create their own opinion poll, seek responses, and then analyse the results.</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
PE	Dance	Badminton Multi-skills	Gymnastics Tag rugby	Outdoor – Invictus	Outdoor – hockey	Outdoor – orienteering

RE	Christianity: Question: What is it like to follow a god?	Christianity: Question: What kind of world did Jesus want?	Christianity: Question: What does Christian worship look like?	Sikhism: Question: What are the deeper beliefs of Sikhism, and how do they compare to Christianity?	Religious Celebration: Question: How do different religious people celebrate their faith, and how does this relate to my own life?	Secular Celebration: Question: What is a secular celebration, and how do they compare to religious ones?
	Religious Education: Knowledge <ul style="list-style-type: none"> • Make links between beliefs, stories and practices. • Identify the impacts of beliefs and practices on people’s lives. • Identify similarities and differences between religions and beliefs. • Investigate and connect features of religions and beliefs. • Ask significant questions about religions and beliefs. • Describe and suggest meanings for symbols and other forms of religious expression. Religious Education: Application <ul style="list-style-type: none"> • Describe some religious beliefs and teachings of religions studied, and their importance. • Describe how some features of religions studied are used or exemplified in festivals and practices. • Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. • Compare aspects of their own experiences and those of others, identifying what influences their lives. • Compare their own and other people's ideas about questions that are difficult to answer. • Make links between values and commitments, including religious ones, and their own attitudes or behaviour. 					
PSHE	Feelings and Emotions: Question: What is grief, and how can we cope with it?	Computer Safety: Question: How can I keep myself and others safe online?	Keeping/Staying Safe: Question: What can I do to keep myself and others safe, and who can I trust to help me?	Relationships: Question: Why is it important to care about others’ feelings?	Responsibility: Question: Why is it wrong to steal?	Keeping/Staying Healthy: Question: When is it right to take medicines?
	PSHE: Health and Wellbeing <ul style="list-style-type: none"> • Know ways to manage difficult feelings, including those related to change and loss • Explain the importance of balancing time online with other activities for physical and mental wellbeing • Recognise signs that they or someone else may need help with their physical health or mental wellbeing • Identify things that make them who they are and that they are proud of • Identify external genitalia. PSHE: Relationships <ul style="list-style-type: none"> • Explain what makes a healthy, positive friendship. • Explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don’t know, and who to tell if concerned about any contact. • Explain how families are different and identify features of positive family life. 					

	<ul style="list-style-type: none"> GD - Listens to the views of others and shows respect towards peers and adults in school GD - Compromises to resolve conflicts with peers <p>PSHE: Living in the Wider World</p> <ul style="list-style-type: none"> Identify a range of human rights Explain benefits of having diversity in our community Explain the role of money, that it can be earned, saved and spent Explain what stereotypes mean GD - Demonstrates the British Values. 					
French		Greetings and conversation questions.		Dates and months – time.	Animals and Colours.	
Music	<p>Stone Age <i>rhythmic music</i></p> <ul style="list-style-type: none"> Improvise music around a given genre or theme. Use simple software to experiment with editing sounds. Politely discuss the effect of their peers' compositions. 		<p>Egyptian Music <i>rhythmic music</i></p> <ul style="list-style-type: none"> Listen for and describe instrumentation of a piece. Start to identify musical themes, and how they might be represented by the 'feel' of the piece. Start to describe the musical aspects (e.g. instrument or genre) that they like or dislike. Start to link music to its historical and geographical context. Start to ask & answer questions in musically valid ways. 			<p>Sweeps Festival <i>Folk music</i></p> <ul style="list-style-type: none"> Sing as a solo or in a group, in tune where possible* Reproduce simple motifs on tuned instruments, and longer phrases in singing. Play with increasing control in an ensemble, e.g. in time and with some dynamic range. Perform solo and in an ensemble, perhaps with some errors of time or pitch.