Year 3 – Content for Learning

Maths, Economics and Enterprise
Ss – spine segment

Addition and Subtraction: Bridging through 100 (ss: 1.17) Addition and subtraction of 3-digit numbers (ss: 1.18) Mental strategies for addition and subtraction – partitioning, equivalent calculations, finding a difference (ss: 1.19) Column addition and subtraction (ss: 1.20; 1.21)

Multiplication and Division: 2, 4, and 8 times tables and relationships between them (ss: 2.7) 3, 6 and 9 times tables and relationships between them (ss: 2.8) 7 times tables (ss: 2.9)

Fractions: Recognising part-whole relationship (ss: 3.1) Identifying, comparing and ordering unit fractions (ss: 3.2) and non-unit fractions (ss: 3.3) Adding and subtracting fractions within one whole (ss: 3.4)

Measurement: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of 2-D shapes **Money** add and subtract amounts of money, give change **, Time** tell the time using analogue clock with the roman numerals**,** estimate and read time to the nearest minute**,** compare duration of events

Geometry: Identify and draw 2-D and 3-D shapes**,** Identify right angles**,** Identify parallel and perpendicular lines

Statistics: Interpret and present data using bar charts, pictograms and tables

Communication, Languages and Literacy
Children should have the opportunity to write at least one piece from each of the purposes below

- ❖ **Writing to Entertain:**
  Narrative writing including description (character/setting), poetry
- ❖ **Writing to Inform:**
  Report, recount, letter, instruction, explanation, biography
- ❖ **Writing to Persuade:**
  Poster, letter, advert, speech
- ❖ **Writing to discuss:**
  Argument, article, review
- ❖ **Reading**
  Content domains (2a, b, c, d, e, f, g, h)
  Word reading including decoding (Phonics - Letters and Sounds)
  Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent
- ❖ **Vocabulary, Grammar, Punctuation, Spelling**
- ❖ **Handwriting**
- ❖ **Phonics:** following Letters & Sounds
- ❖ **Spoken Language:** Speaking, listening & responding, group discussion & drama
- ❖ **MFL**

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Printing and design
- ❖ Responding to art
- ❖ Listen to different musical styles and discuss the basic features of the style.
- ❖ Build on musical elements understanding of tempo, pitch and dynamics and begin to be aware of timbre.
- ❖ Reproduce simple rhythmic and melodic sequences based on familiar songs and rhythms.
- ❖ Explore improvisation using voice and instruments played in different ways.
- ❖ Explore different ways to record compositions.

- ❖ *Drama found within Spoken Language Curriculum*
- ❖ *Dance found within PE Curriculum*

Historical, Global, Social and Spiritual Understanding

- ❖ Identify human and physical characteristics and key topographical features, understanding that these change over time.
- ❖ Understand geographical similarities and differences throughout the UK.
- ❖ Use fieldwork to observe, measure, record and present the human and physical features in Lewisham.
- ❖ The views of peace through religion.
- ❖ Introducing Buddhism and Sikhism.
- ❖ Christianity and Hinduism – The bible and beliefs.
- ❖ Timelines, dates, periods of time, BC, AD
- ❖ The achievements of the earliest civilisations -. Ancient Egypt. Compare Egypt and Britain at the time.
- ❖ An overview of the changes in Britain from the Stone Age to the Iron Age
- ❖ Make connections, construct informed responses

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – stamina, flexibility
- ❖ Games – building ball skills, marking and defending, ball control, invasion games
- ❖ Gymnastics – use floor, mat and apparatus to perform sequences of actions and positions
- ❖ Athletics – team events, relays, javelin, discus
- ❖ Dance
- ❖ Families and people who care for me
- ❖ Caring relationships
- ❖ Respecting ourselves and others
- ❖ Online Relationships and internet safety/harms
- ❖ Being Safe
- ❖ Physical and mental wellbeing
- ❖ Growing and changing

Scientific and Technological Understandings

- ❖ Plants – identify/describe functions of parts, water transportation, life cycles, what they need to grow, pollination, seed formation/dispersal
- ❖ Animals – nutrition, skeletons and muscles
- ❖ Rocks and soils – compare/group rocks, fossil formation, soil production/composition
- ❖ Forces and magnets – surfaces, contact/non-contact forces; magnetic, attraction/repulsion, poles
- ❖ Light – light/dark/shadows, reflection, sun dangers
- ❖ Scientific discoveries and a range of scientists
- ❖ Develop appropriate use of internet – extracting relevant info, refining, presenting
- ❖ Programming: begin to understand iteration and selection'
- ❖ Communicating and share ideas – email, blogging, MLE
- ❖ E-safety: reliability and security of online sources'
- ❖ Create folders, save work, trouble-shooting
- ❖ Structures – packaging (sandwiches)
- ❖ Textiles – wall hangings
- ❖ Mechanical control – pneumatics (moving monsters)
- ❖ Cooking and nutrition - sandwiches

YEAR 3 MATHS

Subject content	Teaching Points	Inspire link, NCETM steps in learning, and additional resources	National Curriculum Vocabulary	National Curriculum Statutory requirements by the end of Year 3
Number, Addition & Subtraction	**1.17** **Composition and calculation: 100 and bridging 100** • **Teaching Point 1:** There are ten tens in 100; there are 100 ones in 100. 100 can also be composed multiplicatively from 50, 25 or 20, units that are commonly used in graphing and measures. • **Teaching Point 2:** Known addition facts can be used to calculate complements to 100. • **Teaching Point 3:** Known strategies for addition and subtraction across the tens boundary can be combined with unitising to count and calculate across the hundreds boundary in multiples of ten. • **Teaching Point 4:** Knowledge of two-digit numbers can be extended to count and calculate across the hundreds boundary from/to any two-digit number in ones or tens.	**NCETM 1.17 Composition and calculation: 100/bridging 100** NCETM Steps in learning. 1:1 - 1:7 NCETM Steps in learning. 2:1 - 2:11 NCETM Steps in learning. 3:1 - 3:13 NCETM Steps in learning. 4:1 – 4:10	estimation approximation multiple more than less than digit numeral addend minuend subtrahend equation compare mental strategy difference redistribution column addition column subtraction regroup algorithm exchange	**Addition and subtraction** - add and subtract numbers mentally, including: ▪ a three-digit number and ones ▪ a three-digit number and tens ▪ a three-digit number and hundreds - add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - estimate the answer to a calculation and use inverse operations to check answers - solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	1.18 **Composition and calculation: three-digit numbers** • **Teaching Point 1:** Three-digit numbers can be composed additively from hundreds, tens and ones; this structure can be used to support additive calculation. • **Teaching Point 2:** Each number on the 0 to 1,000 number line has a unique position. • **Teaching Point 3:** The smallest three-digit number is 100, and the largest three-digit number is 999; the relative size of two three-digit numbers can be determined by examining the hundreds digits, then the tens digits, and then the ones digits, as necessary. • **Teaching Point 4:** Three-digit multiples of ten can be expressed multiplicatively and additively, in terms of tens or hundreds. • **Teaching Point 5:** Known facts and strategies for addition and subtraction within and across ten, and within and across 100, can be used to support additive calculation within 1,000. • **Teaching Point 6:** Familiar counting sequences can be extended up to 1,000.	**NCETM 1.18 Three-digit numbers** NCETM Steps in learning. 1:1 - 1:12 NCETM Steps in learning. 2:1 - 2:8 NCETM Steps in learning. 3:1 - 3:4 NCETM Steps in learning. 4:1 - 4:3 NCETM Steps in learning. 5:1 – 5:15 NCETM Steps in learning. 6:1 – 6:2 **Inspire Year 2 Unit 1** Counting and place value p.6 - 13		**Number and place value** - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number - recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - compare and order numbers up to 1000 - identify, represent and estimate numbers using different representations - read and write numbers up to 1000 in numerals and in words - solve number problems and practical problems involving these ideas.

		Inspire Year 2 Unit 1 Comparing numbers within 1000 p.14 - 18

1.19	**Securing mental strategies: calculation up to 999** • **Teaching Point 1**: Known partitioning strategies for adding two-digit numbers within 100 can be extended to the mental addition of two-digit numbers that bridge 100, and addition of three-digit numbers. • **Teaching Point 2**: Transforming addition calculations into equivalent calculations can support efficient mental strategies. • **Teaching Point 3**: Subtraction calculations can be solved using a 'finding the difference' strategy; this can be thought of as 'adding on' to find a missing part. • **Teaching Point 4**: The order of addition and subtraction steps in a multi-step calculation can be chosen or manipulated such as to simplify the arithmetic.	**NCETM 1.19 mental strategies: calculation up to 999** NCETM Steps in learning. 1:1 - 1:3 NCETM Steps in learning. 2:1 - 2:12 NCETM Steps in learning. 3:1 - 3:11 NCETM Steps in learning. 4:1 - 4:4 **Inspire Year 2B Unit 10** Mental addition p.4 – 10 **Inspire Year 2B Unit 10** Mental subtraction p. 11 - 16
1.20	**Algorithms: column addition** • **Teaching Point 1**: Any numbers can be added together using an algorithm called *'column addition'*. • **Teaching Point 2**: The digits of the addends must be aligned correctly before the algorithm is applied. • **Teaching Point 3**: In column addition, the digits of the addends are added working from the least significant digit (on the right) to the most significant digit (on the left). • **Teaching Point 4**: If any column sums to ten or greater, we must *'regroup'*. • **Teaching Point 5**: The numbers within each column should be added in the most efficient order.	**NCETM 1.20 column addition** NCETM Steps in learning. 1:1 - 1:3 NCETM Steps in learning. 2:1 - 2:4 NCETM Steps in learning. 3:1 - 3:5 NCETM Steps in learning. 4:1 - 4:7 NCETM Steps in learning. 5:1 - 5:5 **Inspire Year 2A Unit 2** Simple addition p.43 – 46 Addition with regrouping the ones p.51 – 53 Addition with regrouping the tens p.54 – 55 Addition with regrouping the tens and ones p.56 - 59
1.22	**Algorithms: column subtraction** • **Teaching Point 1**: One number can be subtracted from another using an algorithm called *'column subtraction'*; the digits of the minuend and subtrahend must be aligned correctly; the algorithm is	**NCETM 1.21 column subtraction** NCETM Steps in learning.

	applied working from the least significant digit (on the right) to the most significant digit (on the left). • **Teaching Point 2**: If there is an insufficient number of any unit to subtract from in a given column, we must exchange from the column to the left.	1:1 - 1:6 NCETM Steps in learning. 2:1 - 2:10 **Inspire Year 2A Unit 2** Simple Subtraction p.47 – 50 Subtraction with regrouping the tens and ones p.60 – 62 Subtraction with regrouping the hundreds and tens p.63 – 67 Subtraction with regrouping the hundreds, tens and ones p.68 – 71 Subtraction with numbers that have zeros p.72 - 74		
	Inspire Teaching Point Using Models: Addition and Subtraction	**Inspire Year 2A Unit 3** p.100 - 118		
Multiplication & Division	**2.7 Times tables: 2, 4 and 8, and the relationship between them** • **Teaching Point 1**: Counting in multiples of four can be represented by the four times table. Adjacent multiples of four have a difference of four. Facts from the four times table can be used to solve multiplication and division problems with different structures. • **Teaching Point 2**: Products in the four times table are double the products in the two times table; products in the two times table are half of the products in the four times table. • **Teaching Point 3**: Counting in multiples of eight can be represented by the eight times table. Adjacent multiples of eight have a difference of eight. Facts from the eight times table can be used to solve multiplication and division problems with different structures. • **Teaching Point 4**: Products in the eight times table are double the products in the four times table; products in the four times table are half of the products in the eight times table. Products that are in the two, four and eight times tables share the same factors. • **Teaching Point 5**: Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by two, four or eight.	**NCETM 2.7 Times tables: 2, 4, 8** NCETM Steps in learning. 1:1 - 1:11 NCETM Steps in learning. 2:1 - 2:8 NCETM Steps in learning. 3:1 - 3:10 NCETM Steps in learning. 4:1 - 4:13 NCETM Steps in learning. 5:1 - 5:7 **Inspire Year 2A Unit 5** Multiplying by 2 p.148 – 156 **Inspire Year 2A Unit 6** Multiplying by 4 p.182 – 190 **Inspire Year 3A Unit 5** Multiplying by 8 p.123 - 124	Multiple Commutativity Associativity Product Factor Double Half Divisibility Divisor Quotient Dividend Adjacent Relationship Pattern Odd Even Square number	**Multiplication and division** - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental (and progressing to formal written methods – see Y4) - solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

	2.8 Times tables: 3, 6 and 9, and the relationship between them • **Teaching Point 1:** Counting in multiples of three can be represented by the three times table. Adjacent multiples of three have a difference of three. Facts from the three times table can be used to solve multiplication and division problems with different structures. • **Teaching Point 2:** Counting in multiples of six can be represented by the six times table. Adjacent multiples of six have a difference of six. Facts from the six times table can be used to solve multiplication and division problems with different structures. • **Teaching Point 3:** Products in the six times table are double the products in the three times table; products in the three times table are half of the products in the six times table. • **Teaching Point 4:** Counting in multiples of nine can be represented by the nine times table. Adjacent multiples of nine have a difference of nine. Facts from the nine times table can be used to solve multiplication and division problems with different structures. • **Teaching Point 5:** Products in the nine times table are triple the products in the three times table. Products that are in the three, six and nine times tables share the same factors. • **Teaching Point 6:** Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by three, six or nine.	**NCETM 2.8 Times tables: 3, 6, 9** NCETM Steps in learning. 1:1 - 1:10 NCETM Steps in learning. 2:1 - 2:11 NCETM Steps in learning. 3:1 - 3:8 NCETM Steps in learning. 4:1 - 4:11 NCETM Steps in learning. 5:1 - 5:8 NCETM Steps in learning. 6:1 – 6:7 **Inspire Year 2A Unit 5** Multiplying by 3 p.157 - 163 **Inspire Year 3A Unit 5** Multiplying by 6 p.118 – 120 **Inspire Year 3A Unit 5** Multiplying by 9 p.125 - 127		
	2.9 Times tables: 7 and patterns within/across times tables • **Teaching Point 1:** Counting in multiples of seven can be represented by the seven times table. Adjacent multiples of seven have a difference of seven. Facts from the seven times table can be used to solve multiplication and division problems with different structures. • **Teaching Point 2:** When both factors are odd numbers, the product is an odd number; when one factor is an odd number and the other is an even number, the product is an even number; when both factors are even numbers, the product is an even number. • **Teaching Point 3:** When both factors have the same value, the product is called a square number; square numbers can be represented by objects arranged in square arrays. • **Teaching Point 4:** Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by particular divisors.	**NCETM 2.9 Times tables: 7 and patterns across x tables** NCETM Steps in learning. 1:1 - 1:11 NCETM Steps in learning. 2:1 - 2:4 NCETM Steps in learning. 3:1 - 3:4 NCETM Steps in learning. 4:1 - 4:3 **Inspire Year 3A Unit 5** Multiplying by 7 p.121 - 122		
Fractions	**3.1 Preparing for fractions: the part-whole relationship** • **Teaching Point 1:** Any element of a whole is a part; if a whole is defined, then a part of this whole can be defined. • **Teaching Point 2:** A whole can be divided into equal parts or unequal parts. • **Teaching Point 3:** The relative size of parts can be compared. • **Teaching Point 4:** If one of the equal parts and the number of equal parts are known, these can be used to construct the whole.	**NCETM 3.1 The part-whole relationship** NCETM Steps in learning. 1:1 - 1:7 NCETM Steps in learning. 2:1 - 2:7 NCETM Steps in learning. 3:1 - 3:6 NCETM Steps in learning.	Unit fraction Non-unit fraction Whole Part Equal parts Unequal parts Relative Tenth Numerator	- 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 - recognise, find and write fractions of a discrete set of objects: unit fractions and non-

		4:1 - 4:5	Denominator Equivalence Equivalent fractions Fifth Sixth Seventh	unit fractions with small denominators - recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators - recognise and show, using diagrams, equivalent fractions with small denominators - add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] - compare and order unit fractions, and fractions with the same denominators - solve problems that involve all of the above.

3.2   Unit fractions: identifying, representing and comparing

- **Teaching Point 1**: A whole can be divided into any number of equal parts.
- **Teaching Point 2**: Fraction notation can be used to describe an equal part of the whole. One equal part of a whole is called a unit fraction. Each unit fraction has a name.
- **Teaching Point 3**: Fractional notation can be applied to represent one part of a whole in different contexts.
- **Teaching Point 4**: Equal parts do not need to look the same.
- **Teaching Point 5**: Unit fractions can be compared and ordered by looking at the denominator. The greater the denominator, the smaller the fraction.
- **Teaching Point 6**: If the size of a unit fraction is known, the size of the whole can be worked out by repeated addition of that unit fraction.

NCETM 3.2 Unit fractions
NCETM Steps in learning.
1:1 - 1:2
NCETM Steps in learning.
2:1 - 2:6
NCETM Steps in learning.
3:1 - 3:8
NCETM Steps in learning.
4:1 - 4:6
NCETM Steps in learning.
5:1 - 5:4
NCETM Steps in learning.
6:1 – 6:9

Inspire Year 2B unit 12
Understanding fractions p.56 - 61

3.3   Non-unit fractions: identifying, representing and comparing

Non-unit fractions
- **Teaching Point 1**: All non-unit fractions are made up of more than one of the same unit fraction.
- **Teaching Point 2**: Non-unit fractions are written using the same convention as unit fractions. A non-unit fraction has a numerator greater than one.
- **Teaching Point 3**: When the numerator and the denominator in a fraction are the same, the fraction is equivalent to one whole.

NCETM 3.3 Non-unit fractions
NCETM Steps in learning.
1:1 - 1:6
NCETM Steps in learning.
2:1 - 2:7
NCETM Steps in learning.
3:1 - 3:5
Inspire Year 2B unit 12
More fractions p.62 - 67

Fractions as numbers
- **Teaching Point 4**: All unit and non-unit fractions are numbers that can be placed on a number line.
- **Teaching Point 5**: Repeated addition of a unit fraction results in a non-unit fraction.
- **Teaching Point 6**: When the numerator and the denominator are the same, the value of the fraction is one.

Comparing fractions

NCETM Steps in learning.
4:1 - 4:5
NCETM Steps in learning.
5:1 - 5:6
NCETM Steps in learning.
6:1 – 6:6

- **Teaching Point 7**: Non-unit fractions with the same denominator can be compared. If the denominators are the same, then the greater the numerator, the greater the fraction.

NCETM Steps in learning.
7:1 - 7:6
NCETM Steps in learning.
8:1 – 8:13

	• **Teaching Point 8**: Non-unit fractions with the same numerator can be compared. If the numerators are the same, then the greater the denominator, the smaller the fraction.	**Inspire Year 2B Unit 12** Comparing and ordering p.68 - 73		
	3.4 Adding and subtracting within one whole • **Teaching Point 1:** When adding fractions with the same denominators, just add the numerators. • **Teaching Point 2:** When subtracting fractions with the same denominators, just subtract the numerators. • **Teaching Point 3:** Addition and subtraction of fractions are the inverse of each other, just as they are for whole numbers. • **Teaching Point 4:** To subtract from one whole, first convert the whole to a fraction where the denominator and numerator are the same.	**NCETM 3.4 + and - within one whole** NCETM Steps in learning. 1:1 - 1:15 NCETM Steps in learning. 2:1 - 2:8 NCETM Steps in learning. 3:1 - 3:5 NCETM Steps in learning. 4:1 - 4:5 **Inspire Year 2B Unit 12** Adding and subtracting like fractions p.74 – 77 Word problems p.80 - 83		
Measurement	**Length** • **Inspire Teaching Point 1:** Visualising and measuring in compound units, metres (m) and centimetres (cm). • **Inspire Teaching Point 2:** Visualising and measuring in compound units, kilometres (km) and metres (m). • **Additional Teaching Point:** Solve problems involving adding and subtracting lengths	**TP1: Inspire Year 3B Unit 11** Metres and centimetres p.39 – 41 **TP2: Inspire Year 3B Unit 11** Kilometres and metres p.42 - 44 **ATP:** Self resourced	Measure Compare Estimate Length Distance Millimetre (mm) Centimetre (cm) Metre (m)	**Measurement** - measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - measure the perimeter of simple 2-D shapes - add and subtract amounts of money to give change, using both £ and p in practical contexts - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
	Mass • **Inspire Teaching point 1:** Visualisation and measurement of a kilogram (kg) and a gram (g). • **Additional teaching point:** Solve problems involving adding and subtracting lengths, mass and volume.	**TP1: Inspire Year 3B Unit 11** Kilograms and grams p.45 -49 **ATP:** Self resourced	Measure Compare Estimate Mass Kilogram (kg) Gram (g)	
	Volume • **Inspire Teaching Point 1:** Getting to know volume • **Inspire Teaching Point 2:** Measuring in litres • **Inspire Teaching Point 3:** Addition and subtraction of volumes • **Inspire Teaching Point 4:** Litres and millilitres	**TP1: Inspire Year 2B Unit 14** Getting to know volume p.137 – 142 **TP2: Inspire Year 2B Unit 14** Measuring in litres p.143 – 146 **TP3: Inspire Year 2B Unit 14** + and – of volumes p.147 - 149	Measure Compare Estimate Volume Capacity Millilitre (ml) Litre (l)	

		TP4: Inspire Year 3B Unit 11 Litres and millilitres p.50 - 55		- know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events [for example to calculate the time taken by particular events or tasks]

Area and perimeter • **Inspire Teaching Point 1:** Area is the amount of space that covers the surface of a shape. • **Inspire Teaching Point 2:** The amount of space is measured by the number of standard units. • **Inspire Teaching Point 3:** A square centimetre is a standard unit for measuring area. • **Inspire Teaching Point 4:** A square metre is a standard unit for measuring bigger areas. • **Inspire Teaching Point 5:** Perimeter is the distance around a shape.	**TP1: Inspire Year 3B Unit 18** Area p. 253 – 257 **TP2: Inspire Year 3B Unit 18** Area p. 253 – 257 **TP3: Inspire Year 3B Unit 18** Square cms p. 258 – 261 **TP4: Inspire Year 3B Unit 18** Square ms p.262 – 266 **TP5: Inspire Year 3B Unit 18** Perimeter and area p. 267 - 272	Area Perimeter Square centimetre (cm^2) Square metre (m^2)
Money • **Additional Teaching Point 1:** Money can be added and subtracted to give change, using both £ and p. **NB:** Use whole amounts of money (e.g. 75p – 36p; £78 + £24) as decimal notation is introduced in Y4.	**ATP: Self resourced**	Pounds Pence Change Cost Buy Spend
Time • **Inspire Teaching Point 1:** Telling the time • **Inspire Teaching Point 2:** Conversion of hours and minutes • **Inspire Teaching Point 3:** Addition – hours and minutes can be added like whole numbers • **Inspire Teaching Point 4:** Subtraction - hours and minutes can be subtracted like whole numbers • **Inspire Teaching Point 5:** Duration in hours and minutes • **Additional Teaching Point:** Using Roman numerals from I to XII • **Additional Teaching Point:** Tell the time using 24 hour clocks • **Additional Teaching Point:** Know the number of seconds in a minute • **Additional Teaching Point:** Know the number of days in each month, year and leap year	**TP1: Inspire Year 3B Unit 15** Telling the time p.159 - 162 **TP2: Inspire Year 3B Unit 15** Conversion of hours and minutes p.163 – 166 **TP3: Inspire Year 3B Unit 15** Addition p.167 – 169 **TP4: Inspire Year 3B Unit 15** Subtraction p.170 – 172 **TP5: Inspire Year 3B Unit 15** Duration in hours and mins p.173 – 178 **ATPs**: self-resourced	Second Minute Hour Day Month Year Leap Year O'clock A.M P.M Morning Afternoon Noon Midnight

Geometry	**2D and 3D shapes** • **Additional Teaching Point 1:** Identify, name and draw common 2D shapes. • **Inspire Teaching Point 2:** Identifying semicircles and quarter circles. • **Additional Teaching Point 3:** Recognise and describe different 3D shapes in different orientations • **Additional Teaching Point 4:** Make 3D shapes using modelling	**ATP1:** Self resourced **TP2: Inspire Year 2B Unit 17** 2D shapes p.212 – 220 **ATPs 3 & 4:** Self resourced	2D shapes 3D shapes Rectangle Square Triangle Trapezium Rhombus Quadrilateral Circle Semicircle Quarter circle Cuboid Cube Pyramid Sphere Property	**Geometry: Properties of shapes** - draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - recognise angles as a property of shape or a description of a turn - identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle - identify horizontal and vertical lines and pairs of perpendicular and parallel lines
	Angles • **Inspire Teaching Point 1:** An angle is a measure of the amount of turning • **Inspire Teaching Point 2:** Identifying angles – angles are measurements of turning which can also be made using 2D shapes • **Inspire Teaching Point 3:** Right Angles • **Additional Teaching Point 4:** Two right angles make a half-turn, three make three quarters of a turn and four a complete turn	**TP1: Inspire Year 3B Unit 16** Understanding angles p.197 – 200 **TP2: Inspire Year 3B Unit 16** Identifying angles p.201 – 204 **TP3: Inspire Year 3B Unit 16** Right angles p. 205 – 208 **ATP4:** Self resourced	Angle Right Angle Turn Half turn Three quarters of a turn Complete turn Greater than Less than	
	Lines • **Additional Teaching Point 1:** Identify horizontal and vertical lines • **Inspire Teaching Point 2:** When two straight lines intersect each other at right angles, they are perpendicular to each other. • **Inspire Teaching Point 3:** Perpendicular lines are made when two lines meet at a right angle. • **Inspire Teaching Point 4:** Parallel lines are two straight lines drawn in such a way that they will never meet and the distance between them will always be the same. • **Inspire Teaching Point 5:** Drawing parallel lines	**TP1:** Self Resourced **TP2: Inspire Year 3B Unit 17** Perpendicular lines p.219 – 223 **TP3: Inspire Year 3B Unit 17** Drawing perpendicular lines p.224 – 229 **TP4: Inspire Year 3B Unit 17** Parallel lines p.230 – 234 **TP5: Inspire Year 3B Unit 17** Drawing // lines p.235 - 240	Line Straight Intersect(ion) Horizontal Vertical Perpendicular Parallel	
Statistics	• **Inspire Teaching Point 1:** Picture graphs represented by symbols can be compared and interpreted • **Inspire Teaching Point 2:** Picture graphs can be made using different symbols and scales • **Inspire Teaching Point 3:** A bar graph represents synthesised data for presentation • **Inspire Teaching Point 4:** Reading and interpreting bar graphs	**TP1: Inspire Year 2B Unit 15** Reading picture graphs p.165 – 171 **TP2: Inspire Year 2B Unit 15** Making picture graphs p. 172 – 175 **TP3: Inspire Year 3B Unit 13**	Represent Data Symbol Scale Graph Picture graph Bar graph Table	- interpret and present data using bar charts, pictograms and tables - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

	• **Additional Teaching Point 5:** Interpret and present data using tables **NB: Where possible, the teaching of data should be linked to Science investigations and Geography to provide a practical context.**	Making bar graphs with scales p.92 – 97 **TP4: Inspire Year 3B Unit 13** Reading and interpreting bar graphs p.98 – 103 **ATP5:** Self resourced	X-axis Y-axis	

YEAR 3 ENGLISH – Reading

Objectives	National Curriculum Objectives
Content Domains	
2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	**Reading - Word Reading** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Word Reading including decoding (Phonics - following Letters and Sounds)	**Reading – Comprehension**
• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check the meaning of words that they have read; increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; identifying themes and conventions in a wide range of books
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent	
• Experience and discuss a range of fiction, poetry, plays, non-fiction, reference books or textbooks • Know that non-fiction books are structured in different ways and be able to use them effectively • Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas • Ask questions to improve understanding of a text • Predict what might happen from details stated • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Use dictionaries to check the meaning of unfamiliar words • Identify main idea of a text • Identify how structure, and presentation contribute to the meaning of texts • Retrieve and record information from non-fiction • Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions • Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Pause appropriately in response to punctuation and/or meaning • Skim and scan materials and note down different views and arguments • Explore figurative language and the way it conveys meaning succinctly • Explore how different texts appeal to readers using varied sentence structures and descriptive language • Make comparisons within and across texts • Identify features that writers use to provoke readers' reactions • Empathise with characters and debate moral dilemmas portrayed in texts	Understand what they read, in books they can read independently by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Reading Range (including poetry and performance)	
• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Reading books that are structured in different ways and reading for a range of purposes • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • Identifying themes and conventions in a wide range of books • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognising some different forms of poetry • Retrieve and record information from non-fiction	

YEAR 3 ENGLISH - Writing

Teachers should refer to this curriculum alongside, English Appendices 1 and 2 from Programmes of Study as well as the Reading curriculum and Spoken Language curriculum

Objectives						National Curriculum Objectives
Writing in non-fiction form						**Composition**
Plan, draft, write, edit for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter, report writing.						Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas

Objectives	National Curriculum Objectives
Writing narratives	Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Plan, draft, write, edit narrative writing that describes settings, characters and plot. Use speech punctuation correctly when following modeled writing.	

| Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	National Curriculum Objectives
Use some conjunctions (e.g. and, because, when, even though) Use adverbs (e.g. often, quickly, very) Use prepositions (e.g. next, underneath, with)	Use present and past tense mostly correctly (e.g. ran, wander) Begin to use other verb forms (e.g. will go, have eaten)	Should include: nouns, expanded noun phrases, adjectives, verbs adverbs, prepositions Form nouns using a range of prefixes [for example *super–*, *anti–*, *auto–*] Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*] Word families based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]	Use compound and complex sentences using a range of clause structures (e.g. subordinate, relative) Expressing time, place and cause using conjunctions [for example, *when, before, after, while, so, because*], adverbs [for example, *then, next, soon, therefore*], or prepositions [for example, *before, after, during, in, because of*]	Use different templates and scaffolds to plan and write about events, which may be sequenced logically. Signal sequence, place and time to give coherence. Group related material into paragraphs.	Use the range of punctuation taught up to and including Y3 (e.g. apostrophes for possession, commas in lists) Use question marks and exclamation marks appropriately Include commas for lists Use apostrophes for contracted forms and the possessive (singular)	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. **Vocabulary, grammar and punctuation (refer to English Appendix 2)** Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although; using the present perfect form of verbs in contrast to the past tense; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; learning the grammar for years 3 and 4 in English Appendix 2. Indicate grammatical and other features by using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. **Terminology**: Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks).

Spelling (see Appendix English 1 from Programmes of Study)
- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- 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.

Handwriting
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

High quality text suggestions:

The First Drawing by Mordecai Gerstein (History)	Cinderella of the Nile by Beverley Naidoo (History)	The Iron Man by Ted Hughes (DT, Science)
Leon and the Place Between by Angela McAllister and Graham Baker-Smith	The Pebble in My Pocket by Meredith Hooper (History and Science)	Voices in the Park by Anthony Browne (Geography)
Stone Age Boy by Satoshi Kitamura (History)	Stone Girl, Bone Girl by Laurence Anholt (History)	The Story of Tutankhamen by Patricia Cleveland-Peck (History)
The Tin Forest by Helen Ward and Wayne Anderson (Science and Geography)	Flotsam by David Wiesner (Science and Geography)	The Street Beneath My Feet by Charlotte Guillian (History & Science)
Bill's New Frock by Anne Fine	Anna Hibiscus by Atinuke	Song of the Dolphin Boy by Elizabeth Laird
The Mysteries of Harris Burdick by Chris van Allsburg	The Promise by Nicola Davies and Laura Carlin	Runaway Robot by Frank Cottrell-Boyce

Spoken Language Curriculum, including Drama for Year 1 – Year 6

Objectives						National Curriculum objectives Years 1-6
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupils should be taught to:
Speaking Describe incidents from their own experience in an audible voice	**Speaking** Speak with clarity and use appropriate intonation when reading texts aloud Explain ideas and processes using appropriate and adventurous vocabulary Develop understanding through predicting, imagining and exploring ideas	**Speaking** Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively Develop understanding through speculating, hypothesising, imagining and exploring ideas	**Speaking** Build on vocabulary in order to give detailed explanations Tell stories effectively and convey detailed information coherently for listeners with an increasing command of standard English Respond appropriately to the contributions of others in light of differing viewpoints Develop understanding through speculating, hypothesising, imagining and exploring ideas	**Speaking** Use the techniques of dialogic talk to explore ideas, topics or issues Use and explore different question types and different ways words are used, including in formal and informal contexts Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	**Speaking** Use the techniques of dialogic talk to explore ideas, topics or issues Use a range of oral techniques to present persuasive arguments and engaging narratives Participate in whole-class debate using the conventions and language of debate, including standard English Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas	• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.
Listening & responding Listen with sustained concentration, building new stores of words in different contexts Listen to and follow instructions accurately	**Listening & responding** Listen to others in class, ask relevant questions and follow instructions Listen to an adult and remember some specific points and identify what they've learned	**Listening & responding** Listen to others in class, ask relevant questions and follow instructions Listen to an adult and remember some specific points and identify what they've learned	**Listening & responding** Listen to a speaker, make notes on the talk and use notes to develop a role-play or improvisation Compare the different contributions of music, words and images in short extracts from TV programmes	**Listening & responding** Identify some aspects of talk which vary between formal and informal occasions Identify different question types and evaluate their impact on the audience Analyse the use of persuasive language	**Listening & responding** Make notes when listening for a sustained period Analyse and evaluate how speakers present points effectively through use of language and gesture Listen for language variation in formal and informal contexts Identify the ways spoken language varies according to differences in the context and purpose of its use	

Group discussion	Group discussion	Group discussion	Group discussion	Group discussion	Group discussion	
Take turns to speak, listen to other's suggestions and talk about what they are going to do Ask and answer questions, make relevant contributions, offer suggestions and take turns	Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement	Use talk to organise roles and action Actively include and respond to all members of the group	Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor	Plan and manage a group task over time using different levels of planning Understand different ways to take the lead and support others in groups Understand the process of decision making	Understand and use a variety of ways to criticise constructively and respond to criticism Understand different ways to take the lead and support others in groups Understand the process of decision making	
Drama Explore appropriate themes through improvisation and role play	**Drama** Explore appropriate themes through improvisation and role play	**Drama** Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	**Drama** Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	**Drama** Reflect on how working in role helps to explore complex issues Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	**Drama** Reflect on how working in role helps to explore complex issues Improvise and devise a performance considering how to adapt the performance for a specific audience	

MFL
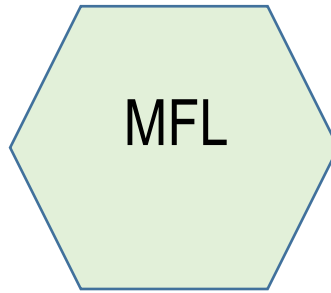
Throughout the Brindishe Federation, children are taught how to speak primarily **SPANISH.** In some year groups, teachers may choose to teach additional languages which suit their current class topic.

EYFS & KS1 will focus mainly on the 1st two objectives through language exploration as part of their daily provision.
By the end of KS2, teaching and learning will have included all of The National Curriculum objectives. Where these are age specific is noted in the year group document below.

Resources

Audio stories in different languages:
https://www.thefablecottage.com/
https://www.thespanishexperiment.com/ **(just in Spanish)**

Radio clips: https://www.bbc.co.uk/programmes/articles/4FDrPw6jzIxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid

BBC bitesize resources – video clips, songs, stories and poems: https://www.bbc.co.uk/bitesize/subjects/zxsvr82

Spanish games: http://www.crickweb.co.uk/ks2spanish.html

YEAR 3 MFL (Spanish)

Subject content	Objectives	Themes and vocabulary	Country/Influential figure	NC Objectives
Speaking and Listening	- Listen to stories, songs, rhymes and poems for enjoyment - Listen for specific words and phrases - Ask and answer simple questions in the context of conversations. - Identify specific sounds, words, rhymes and letters	Greetings Numbers 1-10 Myself Age Family members Languages (nationality) numbers hobbies playtime pets.	Spain Picasso Sportsperson	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • appreciate stories, songs, poems and rhymes in the language
Reading and Writing	- Make links between some phonemes, rhymes and spellings - Read and understand simple words and phrases - Read and pronounce them accurately so that others can understand - Write simple words using a model			
Intercultural understanding	- Learn about the different languages spoken by the children in school, including their scripts and number systems - Explore a Spanish speaking country in more depth, including eg culture, traditions, foods, music, art and sport - Learn about festivals and celebrations associated with Spanish speaking countries			
Knowledge about language	Listen and look for words which are similar and different in other languages; recognise that languages borrow words from other languages			

YEAR 3 ART

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
Design, Evaluate and Develop	• Use sketchbooks to record, annotate and develop ideas and critically review artwork. • Record from first hand observation e.g. use a view finder • Collect visual information from a range of sources e.g. images, materials, to help develop ideas including sketchbooks. • Be exposed, inspired and develop an understanding of the importance of a diverse range of art, artists, architectures, craft makers and designers from around the world. • To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement.	Evaluate, observation self-assessment, note like, dislike, annotate different, separate distinct similar	Ancient Egyptians Art Deco Art Nouveau Stone Age Prehistoric art – cave paintings Recycling	• To be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketchbooks to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques with a range of materials. • To find out about great artists, architects and designers in history.
Media and techniques				
Drawing	• Use sketchbook to annotate sketches to explain and elaborate ideas. • Understand the different grades of pencils (2B/4b) and use them to scribble and shade e.g. to show line, tone and texture, cross hatch, dot dash, circle, and spiral shapes. • Develop drawing skills using a variety of art tools; pencils, pastels, charcoal on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc. • Explore and draw shapes from observation; invent new shapes. • Use a view finder to select area e.g. choose a focal point to enlarge	Line, shapes, geometric, irregular, Horizontal, vertical, shades, light, dark, patterns **Cross hatching** – shade an area with intersecting parallel lines.	Hans Holbein Vincent Van Gogh Ancient Egyptian papyrus	
Painting	• Use sketchbook to record brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours with accuracy including tonal, tertiary colours and exploring different ways of making colours lighter and darker e.g. add white to red, blue or green to extend a range of tones. • To identify where colours are on the colour wheel (primary and secondary colours) • Explore colours between links and feelings • To be able to use different sized brushes for different effects such as dotting, dabbing scratching, splashing. • Use artists work, architects and designers in history for inspiration or comparison	Techniques, thick, thin, predict, compare, experiment, monochrome primary, secondary, tone, hue, light, dark tint, shade, pastel	Pablo Picasso Wassily Kandinsky Frank Bowling Lubaina Humid Mark Rothko Banksy L.S.Lowry	
Printing	• Use sketchbook to record different types of textures and patterns • Explore different print blocks (polystyrene/sponge/card, string) with two colours • Make texture blocks and print e.g. from coiled string glued to a block, use patterned sponge rollers • Create precise repeating patterns • Explore different techniques onto paper and fabric • Use marbling effects on paper, cloth and 3D objects	Colour mixing, slip, overlapping, texture, patterns, repeat, prints, absorb, block printing, relief, impression, roll rub, stamp	Henri Matisse Kara Walker Andy Warhol	
3D	• Use sketchbook to show print samples of a range of objects e.g. colour mixing • Use a range of construction and modelling techniques including understand the process of clay (changes in clay as it dries) • Introduce a wide range of sculptures and artists to generate ideas	Join, score, line, together, construct, mix, ball, flatten, cross hatch, roll, scoring, blend, bend,	Louise Nevelson Tony Cragg Pablo Picasso	

	• To use different mediums to create 3D work such as clay, sculpture, boxes, paper, cubes, cuboids. • Work with life size materials e.g. use frameworks such as wire or moulds to provide stability and form, malleable and rigid materials.	curve, stretch. **Slip**: clay diluted with water to act as "glue".		
Mixed Media (including collage)	• Analyse and describe textures in source material and through observation, scale of different objects, including overlapping shapes • Mix textures e.g. rough and smooth, plain and patterned • Translate drawn composition into collage • Use an iPad to edit and manipulate photos using a simple programme. Print results and use to create collage and other artwork. • Begin to use mosaic materials and techniques e.g. paper, glass mosaics.	Collage, bumpy, composition, balanced proportion, tonal colours, manipulate	David Hockney M.C. Escher Henri Matisse Kazimir Malevich Pablo Picasso – Weeping Woman (digital drawing)	

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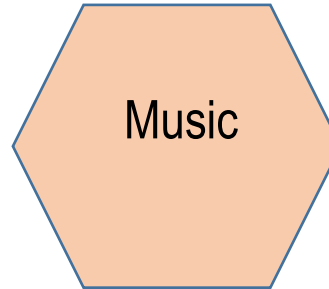
The Key Musical Elements

The musical elements are the building blocks of music. The skills and objectives outlined below seek to develop children's awareness of and sensitivity to each of these elements. The musical elements are interrelated and children's understanding of these concepts will deepen over time. Each element is present in most musical activity, but some lessons may focus on a single element.

Pulse: Can you feel the heartbeat?

Rhythm: Can you hear repeated patterns?

Pitch: Is the sound high or low?

Dynamics: Is the sound loud or soft?

Tempo: Is the sound fast or slow?

Timbre: How does the sound feel in your ears?

Structure: What can you hear first, next and after that?

Texture: How many sounds can you hear?

The vocabulary words for each year group are not exhaustive and are designed to build on previous years' learning. You may like to ensure your children are confident using words from the preceding year when discussing and appraising the music they hear and play.

YEAR 3 MUSIC

Subject content	Objectives	Vocabulary	Key Musical Elements	NC Objectives
Listening and Responding	• Listen to and discuss a broad and diverse range of musical styles, periods and traditions • Explore the sounds of different musical instruments and discuss basic features of key musical styles e.g. pop, reggae, Motown, musical theatre • Encourage discussion using more accurate musical language when appraising and evaluating a piece of music • Build on understanding of **tempo, pitch,** and **dynamics** and begin to be aware of **timbre** • Respond imaginatively to music in a variety of ways, e.g. movement, dance, mime, poetry, writing, art • Reproduce simple rhythmic and melodic sequences based on familiar songs and rhythms	Loud, quiet, soft, fast, slow, high, low Repeat Verse, chorus Style, genre, mood Similar, different Accompany, appropriate Ensemble (a group playing together) Melody Singing voice Speaking voice Timbre words: Bright, dark, brassy, reedy, harsh, noisy, thin, buzzy, pure, raspy, shrill, mellow, strained etc	Pulse Rhythm Pitch Dynamics Tempo Timbre	Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
Improvising and Composing	• Explore what improvisation means (making up your own simple rhythm and melody) • Begin to improvise with very simple patterns using voice and instrument in the context of a song being learned • Begin to explore and use a range of simple sounds, patterns and melodies (vocal, body percussion, tuned/untuned instruments, digital) to accompany other learning across the curriculum, e.g. a melody played to represent a character or event in a story; sounds inspired by a picture • Discover different ways of playing instruments, showing some awareness and control of **tempo, dynamics** and **timbre** • Begin to recognize the relationship between staff notation and sounds when listening to and playing simple rhythms and 2 or 3-note melodies			
Performing and Sharing	• Understand the importance of warming up the voice using a range of sounds that the singing voice and the speaking voice can make • Explore different ways to record their own compositions, including graphic scores, video and digital resources • Prepare and perform musical pieces for an audience, e.g. small groups performing in class or wider school opportunities like assemblies and shows • Continue to use their singing voices expressively and with an awareness of the musical elements • Describe and evaluate their own music-making and performance, showing respect for each other's musical ideas and efforts			

YEAR 3 HISTORY

Subject content	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
Ancient Egyptians	• Describe how Egyptian artefacts and ruins tell us about their culture, and religious beliefs. • Describe what Egyptian life was like for different groups of people. • Describe how the Egyptian society impacted on modern society. • Compare Egyptian civilization to British civilization at the time, e.g. society, beliefs and architecture. • Identify on a timeline and compare to prior history learning. • Describe why people chose to settle in certain areas in ancient Egypt. • Introduce the idea of slavery when learning about the pyramids. • Compare with contemporary Egypt looking at cities and those across the continent of Africa.	afterlife, ancient, archaeologist, architecture, artefacts, chronology, civilisation, continent, culture, hierarchy, hieroglyphics, irrigation, mummification, Nile, papyrus, pharaoh, preserve, pyramids, sarcophagus, tomb, trade	**Visits** British Museum Make your own history- Egyptian pyramid	• Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources.
Changes in Britain from the Stone Age to the Iron Age	• Describe what life was like during the three stages of the Stone Age, Iron Age and Bronze Age. • Ask and answer questions about the Stone Age. • Understand the meaning behind the words Palaeolithic, Mesolithic, Neolithic. • Identify Stone Age on a timeline and compare to prior history learning. • Study Stone Age artefacts /tools and explain what their uses were. • Explain how Britain changed during the Stone Age, Iron Age and Bronze Age using a timeline to help. • Look at pictures of Skara Brae and describe the features of the settlement. • Ask and answer questions about the Iron Age and Bronze Age. • Study Bronze Age and Iron Age tools and explain what their uses were. • Compare the Stone Age, Bronze Age and Iron Age. • Explain what religious beliefs were at this time. • Explain how the Roman invasion brought an end to the Iron Age.	archaeologist, artefact, civilisation, discovery, era, extinct, farming, flint, gather, hearth, island, Mesolithic, migration, Neanderthal, Neolithic, nomad, Palaeolithic, remains, settler/settlement, barrow, bronze, Druids, hillfort, invasion, loom, rampart, sacrifice	**Visits** Chislehurst caves Make your own history- Iron Age roundhouse British Museum Museum of London **Places** Skara Brae Stonehenge Beaker people Cheddar Man	Ongoing Skills • Ask perceptive questions and think critically. • Weigh evidence and sift arguments. • Develop perspective and judgement. • Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. • Understand the methods of historical enquiry.

YEAR 3 GEOGRAPHY

Subject content	Objectives	Vocabulary	Influential figures/Visits	NC Objectives
Locational Knowledge	• Name and locate counties and cities of the UK. • Identify human and physical characteristics and key topographical features. • Understand and describe how some aspects change over time.	Mountains, hills, valleys, lakes, oceans, rivers, cities, dams, roads, sea level. Erosion, deforestation, development, growth, settlement, urban	Christopher Wren Isambard Kingdom Brunel	• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. • They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Place Knowledge	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. i.e. Peak district, Stonehenge	Rivers, mountains, streams, river mouth, banks, basin, canal, current, climate change, depth, dock, estuary, fjord, flood barrier, freshwater, pollution.	Beatrix Potter Greta Thunburg Ella and Caitlin McEwan Pen pals from another area.	**Ongoing processes/skills** • Using a range of sources to find out and explore contrasting places. • Learning through fieldwork (labelling pictures and matching places to photos) • Map making and reading • Ask and answer questions and share their opinions with others.
Human and Physical geography	• Human geography including types of settlement and land use. • Understand how people can take actions to change and improve their environment. • Physical geography, including rivers and mountains.			
Geographical skills	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use fieldwork to observe, measure, record and present the human and physical features in Lewisham using a range of methods including sketch maps, plans and graphs, and digital technologies. • Compare population data, quadrant sampling, soil tests, measuring distances, collect and record evidence. • Use evidence to justify and explain reasoning. • Begin to develop decision making skills by designing a settlement which features to include on a map.	Maps, atlas, globes, observe, question, measure, record, present.		

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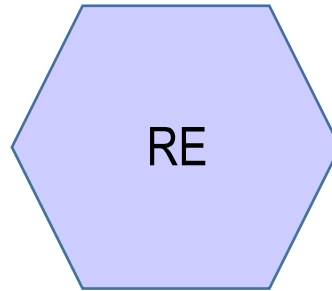
Brindishe Schools follow the Lewisham Agreed Syllabus for Religious Education.

Key Stage 1 Breadth of study - During the two years of Key Stage 1, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units

    a) Christianity for Key Stage 1. Set out as four half - termly units

    b) Two other principal religions from the content provided for Buddhism, Hinduism, Islam, Judaism and Sikhism, one of which should be a religious community with a significant local presence in and around the school –schools must select the first two units of each of the two faiths they choose = 4 half termly units in all.

    c) A secular world view, where pupils introduce this from their own experience as appropriate; and

    d) The Natural World statutory unit (year 1 term 1)

    Plus three of the four following Key Stage 1 Optional Units:

- Belonging / Who am I?
- Right and Wrong
- Sharing Food
- Weddings

Key Stage 2 Breadth of study - During this key stage, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

    a) Christianity for Key Stage 2; this is set out as 5 half term units

    b) five other principal religions – Buddhism, Hinduism, Islam, Judaism and Sikhism. Schools should teach the remaining two units from those faiths introduced in KS1 and all four units from the other 3 faiths that have not yet been studied, totalling 16 half termly units

    c) a secular world view, where appropriate

    Plus the following statutory units:

- The Journey of life and death
- Peace (to be taught in year 3)
- Understanding faith and belief in Lewisham

The units for every faith in Key Stages 1 and 2 have been developed in partnership between Faith and Belief communities, teachers and RE professionals to be taught in the order that they are numbered so that learning is scaffolded to develop knowledge, understanding and concepts. In Key Stage 1 the first unit to teach is The Natural World Unit.

Teachers should refer to the Lewisham Agreed Syllabus for further planning.

https://lewisham.gov.uk/myservices/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough

YEAR 3 RE

Subject content	Lewisham Agreed Syllabus Objectives	Key Questions	Theme/influential figures/visits/celebrations
Buddhism 1 - The Buddha	**The Buddha** The Buddha's life and search for truth. The Buddha means the 'awakened one'. He was a human being who 'woke up' from the 'sleep of confusion'. This is like awakening from a dream and becoming perfectly aware of the truth. The Buddha became free of suffering and was able to help others to 'awaken themselves'. **Teachings of the Buddha** The Four Noble Truths. People should work at becoming kind, compassionate, generous, truthful and patient. People should try not to hurt any living thing, take things that are not given and try to be honest and straightforward. Story of Siddhartha and the Swan.	What is a Buddha? How did the Buddha teach that people should live?	
Peace Unit	**Hinduism** Non injury to living things- Ahimsa (Non-violence). Gandhi's life – demonstrating Ahimsa in practice through non-violent protest. **Islam** 'As-salaam' is one of the beautiful names of Allah meaning the 'Source of Peace'. **Judaism** Jewish prayer for Peace.	**Hinduism -** What is the meaning of Ahimsa? Why did Gandhi practice non-violence? **Islam -** How does the Muslim greeting 'Assalaamu alaykum' (Peace be upon you) reflect Muslim beliefs about Allah? **Judaism -** What does peace mean to Jews? How do Jews believe they can foster peace in their lives?	**Influential People** Martin Luther King. Gandi Ayman Odeh Susan B. Anthony Malala Yousafzai Tawakkol Karman
Christianity 5 - The Bible	A source of Christian belief and teaching - some Christians read the Bible every day and find it helpful for their everyday lives. The Old and New Testaments include many books with different genres; these include history, law and songs: Joseph, Psalm 23, Isaiah's Prophecy. The gospel stories tell about events in Jesus' life. Jesus' teaching about the Kingdom of God in parables: The Lost Sheep. Ten Commandments with particular focus on the two greatest commandments.	How do Christians use the Bible? What does the Bible contain? How does using the Bible help Christians to grow in their faith?	
Sikhism 1 **Sikh Beliefs**	**Beliefs about God** Sikhs believe in one God – symbolised by the Ik Onkar symbol. God created all things. **The Gurus** There were 10 human Gurus. Guru Nanak was the first Guru. Guru Nanak's life and teaching. Guru Nanak's teaching that all people are equal. Celebration of Guru Nanak's birthday.	What do Sikhs believe about God? What does Guru mean? What does it mean to be equal?	

Sikhism 2	Sikh Teaching	How do Sikhs follow rules in their lives?	Visitor
Sikh Teachings and Life	Three important rules to follow:	What does worship mean to Sikhs?	Member of the local community.
	• Work honestly.		
	• Share food with the needy.		**Celebrations/Festivals**
	• Remember God.		
	The Gurus showed how to put teachings into practice in their lives.		Baisakhi (New Year)
	• Story of Guru Nanak and Bhai Lalo **or** Story of Guru Gobind Singh and the Water Carrier, Bhai Ghanaya.		Guru Nanaj Jayanti (Birth anniversary of Guru Nanak)
	Sikh Life		
	Special celebrations – naming. Sikhs worship at home and in the Gurdwara. The Guru Granth Sahib teaches Sikhs how to live. Sikhs share and show that everyone is equal in the Gurdwara.		
Hinduism 3	**The Hindu Home**	What is the importance of family in Hinduism?	**Visit**
	• Family		Temple.
God and beliefs	• Respect for all people and living things.	What is the role of a Hindu temple in a Hindu's life? How important is 'home' as a place of worship to Hindus?	**Celebrations/Festivals**
	• Home as a place of worship.		Puja
	Worship in the Temple (Mandir / Kovil)		
	Puja, The Arti and Abhisheka ceremonies. The Mandir/Kovil and the home is the Hindu place of worship.		
Possible extra focus	**Christmas (Extra Focus)**	**Christmas**	
	How Christmas is celebrated by Christians in other countries focussing on the central shared celebration of the birth of Jesus.	Why is Christmas celebrated in different ways around the world? What do all Christians share about Christmas?	
	Easter (Extra Focus)	**Easter**	
	Easter story – through the eyes of different characters, e.g.:	What were the experiences and feelings of different witnesses of what happened at the first Easter?	
	• Peter, other disciples, member of the crowd, Mary, Romans		

Subject content	Objectives	Vocabulary	Health and Wellbeing	NC Objectives
Invasion Games	• Develop a variety of ball skills such as dribbling, stopping, passing, receiving and striking with more accuracy and consistency. • Learn to throw and catch a ball in different ways (chest pass, overhead pass, bounce pass, over-arm, bowling, shooting). • Understands the role of attacking and defending. • Be able to change direction and speed e.g. changing direction when faced with an opponent. • Uses skills with co-ordination and control.	Types of passes - chest pass, overhead pass, bounce pass, over-arm, bowling. Shooting, opponent. mark/defend, control, co-ordination	Social me: Can I explain how someone can improve in a positive manner? Physical me: What can I do to help me get fitter/stronger? Healthy me: Why do we need to warm up and cool down? Thinking me: What can I do to support others? Emotional me: How can I compete with others in a controlled manner?	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination. • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Gymnastics	• Applies compositional ideas independently and with others to create a sequence. • Copies, explores and remembers a variety of movements and uses these to create their own sequence. • Describes their own work using simple gym vocabulary. • Beginning to notice similarities and differences between sequences. • Uses turns whilst travelling in a variety of ways. • Beginning to show flexibility in movements • Beginning to develop good technique when travelling, balancing, using equipment etc	star, pike, tuck, dish, straddle, stretch, curl Rolls - forward, backward, log, teddy-bear		
Dance	• Begin to explore solos, duets, trios, quartets and small group choreography carefully considering how music affects the movement. • Translate ideas from stimuli into movement. • Begin to compare and adapt movements and motifs to create a larger more complex sequence. • Watch and evaluate (their own and others) dance phrases and dances using appropriate dance vocabulary, and use what they learn to feedback and improve.	(refer to vocab from previous years to ensure appropriate progression) Action: Gesture, travel, rotation, balance, body parts, stillness, motif (small gesture that is repeated and developed throughout a dance) Space: High/ low, body shapes, over, under, around. Dynamics: Strong/ light, Sudden/ sustained, Personal/general Flow: Bound/ free Relationship: Solos, duets, whole class work, counterbalance Chorographic: Unison, improvisation, call / response		
Athletics	• Beginning to run at speeds appropriate for the distance. • Recognise and can demonstrate a range of throwing techniques (chest throw, overhead throw, javelin, discus, shot putt) safely. • Can perform a range of jumps (standing long jump, speed bounce, vertical jump, hop-skip jump). • Can identify good performance and suggest ways to improve own and others performance. • Compete in a range of team events and races (including relay, knowing when to run and what to do). • Can relate different athletic activities to change in heart rate and breathing.	Up, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm Long Jump, Long Distance Running, Pull Throw, Baton Exchange, Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg		

Subject content	Objectives	Vocabulary	DFE Statutory Guidance
Families and people who care for me	• Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe • Learn that families and family life do not always look the same and that they should respect different family structures. • Learn that love and care within families is important for their happiness and security.	Responsibility, healthy, safe, responsible, support, advice, love, care, structures, similarities, differences.	• that families are important for children growing up because they can give love, security and stability • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
Caring friendships	• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • Recognise and respond appropriately to a wider range of feelings in others • Recognise different types of relationship, including those between acquaintances, friends, relatives and families, and that the sort of physical contact we have with these people will differ.	mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support, feelings, empathy, recognising others' feelings, friendships, families, relatives, acquaintance, couples, positive relationships	• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • how important friendships are in making us feel happy and secure, and how people choose and make friends.
Respecting ourselves and others (including Citizenship)	• Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010) • Know that their actions affect themselves and others, and the importance of permission seeking and giving in relationships with peers, friends and adults. • Listen and respond respectfully (with courtesy and manners) to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view • To know it is unacceptable to treat someone differently or unfairly because of their gender, race, religion, ethnicity etc. • Recognise they have a responsibility to speak up and tell an adult if they see or hear something that they believe is unfair or wrong. • Develop an understanding of what being part of a community means, and about the varied institutions that support communities locally and nationally • To understand that we live in a democracy and that with individual liberty comes responsibility. • To recognise why rules and laws are important.	Human Rights, Unicef, United Nations, people, identity, similarities, differences, diversity, equality, listening, viewpoints, opinions, respect, manners, courtesy, duty rights holders, duty bearers, bullying, discrimination, community, communities, values, customs, volunteers, democracy, rules, laws, making and changing rules	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • the conventions of courtesy and manners. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that for most people the internet is an integral part of life and has many benefits
Online relationships and internet safety and harms	• Understand what the term 'digital footprint' means, and that the way a person presents themselves online will stay with them. • Understand that communication is how we build relationships with people, and that online this can be more difficult as using acronyms, emojis, and not seeing someone's body language can lead to misunderstandings • Know that people who have put things online (photographs, stories) belong to them, and they need their permission to share it.	digital footprint, safety, online, personal information, passwords, images, data, image, impact, consequence, effect	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

	• Understand the importance of 'Share with Care', and that sharing an image can be hurtful and make it more difficult for an image or a video to be removed from online. • Learn how technology can have an impact on sleep, and how this can impact other areas of life and well-being.		• how information and data is shared and used online. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
Being safe (including health and prevention and basic First Aid)	• Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use, the risks in their local environment or being home alone) and to use this as an opportunity to build resilience – link to educational visits • Learn about road safety and stranger danger. • Understand strategies for keeping physically and emotionally safe including road safety or when using public transport. • Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong • Follow the school rules about health and safety, basic emergency first aid procedures (where and how to get help)	advice, support, asking for help risk, danger, hazard, responsibility, safety, predict, resilience, stranger, dangerous, pressure, managing pressure, influences, media, peer, actions, behaviour, consequences, rules, emergency, safety, roads, cycle, rail, bus, different types of crossings	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • concepts of basic first-aid, for example dealing with common injuries, including head injuries. • the characteristics and mental and physical benefits of an active lifestyle • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	• Know that we have a right to be physically and mentally healthy and we have a responsibility to keep healthy. • Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals • Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • Be able to talk openly about what makes us feel scared or uneasy and know who we can tell • Be aware that people experience a range of feelings and emotions • Recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet • Learn about 'change', including transitions (between key stages and schools), loss, separation, divorce and bereavement	Balanced lifestyles, balanced diet, choices, health, healthy, wellbeing, food, achievements, aspirations, strengths, goals, target-setting, collaborative working, shared goals, range of emotions, conflicting emotions, managing feelings, happiness, sadness, anger, fear, surprise, nervousness, change, transitions, loss, separation, divorce, bereavement	• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Our changing bodies and intimate relationships	• Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable. • Know the importance of saying 'no' if something feels wrong or uncomfortable. • Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' • Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy • Describe the process of growing from young to old and how people's bodies and needs change	physical contact, touch, acceptable, unacceptable, confidentiality, secrets, surprises, personal safety, privacy, sharing, personal boundaries	• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to recognise and report feelings of being unsafe or feeling bad about any adult.

YEAR 3 SCIENCE (Please note all objectives in bold are statutory and must be taught.)

Content	Objectives	Vocabulary	Scientists	Working Scientifically
Plants	• **Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.** • **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.** • **Investigate the way in which water is transported within plants.** • **Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.** • Gather seeds and photographic evidence of blossoms/flowers and berries on a particular trail throughout the year. • Investigate what happens when conditions are changed e.g. more/less light/water, change in temperature, nutrients (Baby Bio vs other brands).	Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal	David Bellamy, Gertrude Jekyll	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings
Animals, including humans	• **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.** • **Identify that humans and some other animals have skeletons and muscles for support, protection and movement.** • Based on the children's own criteria, sort food items based on their nutrients and classify animals by whether or not they have a skeleton. • Children generate questions for investigation such as: Do 'healthy' drinks have less sugar? Do people with long arms throw further?	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints	Leonardo da Vinci	
Rocks	• **Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.** • **Describe in simple terms how fossils are formed when things that have lived are trapped within rock.** • **Recognise that soils are made from rocks and organic matter.** • Look at different soils and discuss how they are similar/different. • Observe how soil separates into different layers in water.	Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil	Mary Anning	
Light	• **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 their eyes.** • **Recognise that shadows are formed when the light from a light source is blocked by an opaque object.** • **Find patterns in the way that the size of shadows change.** • Based on the children's own criteria, classify light sources (leading to man-made/natural) and classify materials (leading to reflective/non-reflective, transparent/translucent/opaque). • Investigate shadows (size of shadows, shape of shadows). NB Do not look at how shadows in the playground change throughout the day.	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous	Isaac Newton	
Forces and Magnets	• **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 identify some magnetic materials.** • **Describe magnets as having two poles.** • **Predict whether two magnets will attract or repel each other, depending on which poles are facing.** • Based on the children's own criteria: sort materials (leading towards metal/non-metal and magnetic/not magnetic); sort toys (leading to what makes them move e.g. push/pull). • Test the strength of different magnets. • Find out how magnets are used in everyday life.	Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole	Magnets- William Gilbert	**Working scientifically vocabulary** See previous years. questions, types of scientific enquiry, answer, changes, comparative tests, fair tests, careful, accurate, observations, present, data/evidence/results, keys, bar charts, results, conclusions, prediction, support/not support, thermometers, data loggers, magnifying glass, microscope

Year 3 D.T.

Year 3 D.T. (Teachers should plan at least two of these each year, plus cooking and nutrition. Please note, the highlighted area in each year group must be covered. The approaches included are suggestions only and teachers are free to choose how they implement the objectives.)

Subject content	Objectives – technical knowledge	Vocabulary	Books/resources/ scientists/ technologists	Objectives - Process
Structures Packaging	• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Investigate a range of commercially made packaging and recognise that many examples are constructed from nets. • Make paper models (mock-ups) of their ideas before measuring, marking out, cutting and assembling with accuracy. • Evaluate their packaging against their original design criteria. • Produce packaging that is visually lively, accurately made and appropriate for its purpose.	• **designing** eg font, graphic, decision, evaluating, criteria, fit for purpose, holds • **making** eg scoring, tabs, adhesives, join, assemble, accuracy • **knowledge and understanding** eg three-dimensional (3D) shape, cube, cuboid, prism, net, vertex, edge, face, packaging, shell structure, breadth, capacity	The three Ps: protection, preservation, promotion Leo Baekeland (Bakelite) and Jacques E Brandenburger (cellophane) Ant and Bee Go Shopping by Angela Banner	**Design:** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make:** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate:** • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world **Skills:** focused practical tasks
Mechanisms Moving Monsters	• Understand and use mechanical systems in their products. Simple pneumatic systems • Investigate toys with a simple pneumatic system. • Develop an understanding of simple pneumatic systems. • Work as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system.	• **designing** eg brainstorm, suggestion, evaluate, ideas, constraints, appropriate, graph, data, sort, order, et, label, title, list, probable, possible, impossible • **making** eg planning, storyboard, components, fixing, tubing, syringe, attaching, finishing • **knowledge and understanding** eg control, pneumatic system, pressure, inflate, deflate, input, output, pump, hinge, fastest, slowest, often, always, sometimes, never	Ancient Greek mathematician Hero of Alexandria	
Textiles Wall hangings	• Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. • Investigate different wall hangings and tapestries. • Experiment with different embroidery stiches (running stitch, backstitch, split stitch, stem stitch etc.). • Use applique to attach fabric together. • Plan and design wall hanging creating story through fabric.	• **designing** eg specification, flow chart, mock-up, accurate, users, fabric swatches, working drawing • **making** eg pattern/template, working properties • **knowledge and understanding** eg running stitch, backstitch, split stitch, stem stitch, applique	Bayeux Tapestry Aino Kajaniemi	
Cooking and nutrition Sandwich snacks	• Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Use information from an evaluation activity to select and prepare a range of sandwich ingredients for a purpose, combining the ingredients to create an appealing sandwich. • Consider how well their sandwich meets the original purpose. • Understand of the 'balanced plate' model for healthy eating and will have applied this to ideas about how the sandwich contributes to a healthy diet.	• **designing** eg texture, taste, appearance, healthy, preference, criteria, cost, questionnaire, data, frequency diagram • **making** eg cut, mix, spread, slice, blend, grate, chop, chopping board, knife, grater • **knowledge and understanding** eg sandwich, filling, ingredients, fridge, food groups, hygiene, high risk, healthy eating, 'balanced plate', thick, thin – sensory eg sweet, sour, bitter, salty	'Sam's Sandwich' by David Pelham Max's Sandwich Book: The Ultimate Guide to Creating Perfection Between Two Slices of Bread by Max Halley	

YEAR 3 COMPUTING

Subject content	Digital Citizenship and Online Safety	Vocabulary	Theme/period/ influential figure	NC KS2 Objectives
Online safety	• Understand that not all information on the internet is accurate and that there is a need to check information from several different sources • Know the advantages and disadvantages of different forms on online communication in terms of audience/ security/ safety/ purpose • Know how to avoid getting malware and viruses (e.g. by following the SMART rules created by Childnet) • Recognise there are different ways to encourage people to purchase things online (e.g. adverts/ pop-ups/ in-app purchases/ influencers on social media etc.)	Digital Footprint USB Ethernet Cloud computing Server Hardware Software Iteration Selection	William Higinbotham Physicist (invented the first video game 'Tennis for two')	• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • 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 • 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 • 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 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
Digital Citizenship	• Explicitly reference sources they have used to create content • Know that online devices collect and store information and their online habits • Compose digital communications (emails/ blog posts/ instant messages etc.) clearly and succinctly to reduce the risk of the misunderstanding • Understand how we change our use of language and content of our communications based on the method being used and audience (e.g. differences between sending an instant message/ email to a friend or publishing a message on an open social network such as Twitter)			
Digital Literacy	• Know there are different file types and have a general idea of the purpose of the most common examples (e.g. wav/ mp3/ ogg = sound; jpg/ gif = image; doc/ txt = text etc.) • Know what a virus and malware is • Create a presentation with an understanding of my audience and choose colour, text fonts, boxes and transitions appropriately, this will include creating different moods and atmospheres • Use Garageband/ Broadcaster/ Audacity etc. to create layered sounds to tell a story with speech, sound effects and background music • Be able to problem solve difficulties with various devices (e.g. how to get rid of a pop up window/ how to force quit [Ctrl+Alt+Del] if a spinney wheel or sand timer is showing software or computer to be unresponsive)			
Digital Devices	• Be able to troubleshoot if a device isn't turning on/ is unresponsive (e.g. check if mouse Is plugged in)			

| Programming | Core Concepts
• Understand the meaning and purpose of iteration (repeat loops) and selection (...if…then).

Using and Applying
• Design computer programs to control real life/ physical devices
• Debug own and other pre-written programs
• Select and use different input devices (e.g. a mouse/ keyboard/ interactive screen/ microscope/ MakeyMakey etc.) and output devices (e.g. a computer screen/ speaker etc.) to meet different criteria | | | a range of ways to report concerns about content and contact

Ongoing processes/skills
• Work collaboratively to share, develop and refine ideas
• Be able to discuss effectiveness of work, their choices and how they could improve it |