

Crawley Down Village C of E School

Year 3 Curriculum Overview



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Y3	Autumn Home Is Where the Heart Is	Spring Mission Impossible	Summer Invasion
Key Texts 	Stone Age Boy Stig of the dump The Pebble in my pocket What's under my bed	The Angel of Nitshill road I am Sacagawea Ice Trap Shackleton's Journey Pugs of the Frozen North	Escape from Pompeii Boudicca information texts
English 	Writing Purposes Writing to inform: - Informal letter to a friend (writing about your summer holiday & return to school) Writing to entertain: - Story setting & character description (Stone Age boy) Writing to persuade: - Persuasive leaflet (come to Crawley Down)	Writing Purposes Writing to inform: - Diary writing (<i>diary of a member of the crew on Shackleton's expedition</i>) - News Report <i>*Sir Edmund Hilary & Tenzing Norgay's ascent of Mount Everest</i> Writing to entertain: - Story opening (<i>The story of Sacagawea</i>) - Poetry (<i>Spring senses poem</i>)	Writing Purposes Writing to inform: - Explanation (How did the Romans invade Britain?) Writing to entertain: - Poetry (<i>Pompeii</i>) - Story ending (<i>Escape from Pompeii</i>) Writing to persuade: - Persuasive Speech (That Boudica was a great leader)
Throughout the year: - Discussing, planning, writing, evaluating, editing and proofreading. - Talking about using vocabulary and grammar for effect (e.g. adjectives, adverbs, persuasive language, rhetorical questions). Phonics: Whole class daily phonics practise using the Song of Sounds program. We will use our phonic knowledge to help us with Year 3&4 spellings Reading: In reading we will be using VIPERS to explore vocabulary, infer meaning, make predictions and explanations about a text, answer questions and summarise a text. Handwriting: We will be focusing on consistently writing with fluent, joined handwriting. Spelling: We will be working on the Year 3 and 4 spelling word list. Proofreading: Proofreading for spelling and punctuation errors.			
Maths 	- Place Value - Addition (mental) - Subtraction (mental) - Multiplication - Division	- Multiplication & Division - Measurements: Money, Length & Perimeter - Fractions	- Fractions - Measurements: Time - Geometry: Properties of shape - Measurement: Mass & Capacity - Statistics

Science



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.

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

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 changes.

Forces and Magnets:

- Compare how things move on different surfaces.
- Notice that some forces need contact between 2 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 2 poles.
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

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

RE
Understanding
Christianity



Christianity

What is it like for Christians to follow God?

Pupils know that Christians believe that God makes covenants or pacts with his people. i.e. The people of God promise to live the way God wants and God promises to stay with them.

Pupils can outline the stories of Noah and Abraham (add selected detail) and the way in which God made a covenant with both.

Pupils know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows.

Pupils can give detailed examples of people today try to live the way God wants often at personal cost. eg, William Booth and the Salvation Army.

Judaism

What symbols and stories help Jewish people remember their covenant with God?

Covenant means promise.

Jewish people believe:

The rainbow is a sign of the first covenant with God.

Abraham was called into a covenant with God.

The Exodus was God's rescue of the Jewish nation from Egyptian slavery.

God summoned the Jewish people to Mount Sinai to renew their Covenant with them.

God's covenant is remembered at Passover.

Young Leaders: Kindness

Islam

What is it like for a Muslim to follow God?

Pupils should know that submission is about recognising that Allah is to be obeyed at all times.

That Muslims believe:

That Allah is the one true God; the most important being in the universe.

That Allah should be obeyed in every way and Muslims trust him to tell them the right thing to do.

That praying five times a day helps them to remember to submit to Allah in all they do.

Christianity

Why is the cross a special symbol for Christians?

Christians believe

Jesus was put to death on a cross. This was a sacrifice for the whole world so everyone has the chance to live in heaven after they die

God loves us so much we are worth the sacrifice Jesus made.

Wearing a cross is a symbol of commitment to following Jesus.

The stories of Jesus death are told in church during holy week.

Young Leaders: Perseverance

Christianity

What kind of a world did Jesus want?

Pupils will know that Christians believe that through his teachings Jesus challenges everyone about the way they live.

Pupils will know that Jesus' first disciples left their jobs and families to follow him.

Pupils will know that it is claimed that Jesus could heal a leper. By doing this Christians believe that showed love for those that others ignore. They can relate this to the activities of the local church and of Christian charities.

Pupils will know what a parable is. Pupils can retell the parable of the Good Samaritan, the Levite and the priest passing by, the Samaritan stopping to help, and that Jesus asked who was this man's neighbour).

They can describe the work of a Christian charity that tries to put this teaching into practice e.g. Christian Aid. They should know that people of other faiths and of none also run charity work.

What do Christians learn from the Creation story?

Pupils know that Christians believe that although God made the world, the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.

Pupils know the story of Adam and Eve including God's command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.

Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.

Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement. They know that some people don't believe that God made the world

Young Leaders: Teamwork

Young Leaders: Action

Geography 	Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - <i>Crawley Down</i> Locational knowledge: Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time. - <i>Crawley Down</i> Human and physical geography: Describe and understand key aspects of types of settlements, land use, economic activity and trade links. - <i>Crawley Down</i> Geographical skills and fieldwork: Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK. Use field work to observe, record and present the human and physical features in the local area using sketch maps. - <i>Crawley Down</i>	Locational knowledge: Identify the position and significance of longitude, latitude, equator, northern and southern hemisphere Locate the world's countries using maps. - <i>China and Nepal</i> - <i>North America</i>	Human and physical geography: Describe and understand key aspects of volcanos and earthquakes. Human geography: Describe and understand key aspects of economic activity including trade links. - <i>Romans and modern day</i>
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PSHE 	Keeping safe and risks – Safety rules and laws • Give reasons and examples of why different rules are needed in different situations • Identify and show an understanding of school rules about health and safety • Consider the impact on self and others if these are not followed • Making decisions, taking risks and influences (touch on peer pressure) • Keeping safe and emergencies – Risk, hazard and emergency • Recognise choices have consequences, and that these may be good or not so good • Identify the adults in school, at home and in the wider environment who help keep them safe • Identify ways to express feeling safe or unsafe • Identify ways to keep themselves safe in different situations Being Safe - Early warning signs, saying yes or no, secrets • To recognise the physical signs our bodies give us when we are feeling unsafe or scared • Describe how secrets make us feel • Understand when it is appropriate to take a risk and when to say no and seek help E Safety –keeping safe Online relationships and Media – Personal boundaries and privacy • What do people like to share together? • What do we need or want to keep private? • How might it feel if something private is shared?	Key text - Bullying- Angel of Nitshill road. Relationships – friendships and bullying • Describe how people can make and maintain friendships with others • Identify why it is important to ‘think before we act’ • Identify peaceful ways to solve problems that might arise • Identify how teasing, bullying and aggression can make someone feel and negatively affect them	Identify – Gender Expectations • To consider personal attitudes to gender roles and stereotyping • To understand how gender is stereotyped • Understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that • Family and Friendship, Relationships – Possible text ‘The family book’ Sense of self – image and representation • Express positive qualities about themselves • Understand how we can build a positive self-esteem • Understand that self-image affects self confidence • Consider how our actions affect the self-esteem of others Family and Friendship, Relationships – Types of relationship, love and commitment • To develop an understanding of different types of relationships including marriage • Identify the types of relationships they have with those who are important to them (family, friends, neighbours etc...) Relationships – Community and belonging • Know what ‘community’ means • Recognise that we all belong to different communities as well as our school community • Consider why people may ‘volunteer’ or choose to work for the community and what difference this makes to others
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	Self- image, mental health and wellbeing – managing time online • Know that we can see ourselves reflected online as well as seeing people who are not the same • Be able to describe how online posts may impact on how people feel about themselves and others • To know how to seek help when feelings are impacted by the way others appear online • To recognise that some people may pretend to be someone else online and why		
Music  	Charanga Music Programme: Autumn 1: Writing Down Music Autumn 2: Playing in a Band Percussion Instruments Using Glockenspiels	Charanga Music Programme: Spring 1: Composing Using Your Imagination Spring 2: More Musical Styles *EASTER PERFORMANCE SPRING 2* Percussion Instruments Using Glockenspiels	Charanga Music Programme: Summer 1: Enjoying Improvisation Summer 2: Opening Night Percussion Instruments Using Glockenspiels
Art 	Artist and Designer: William Morris - sketch based on leaves Media: Sketching - Leaves Printing - Leaves Sketchbook: • Record exploration of mediums and techniques	Artist and Designer: • William Grill – Shackleton’s journey book Media: Collage – Ice landscapes Sketching - Ice landscapes Water colours – Ice landscapes Sketchbook: • Record exploration of mediums and techniques	Artist and Designer: • Based on Ancient Romans and trip to Butser Farm Media: Mosaic – using dry beans and pulses Clay – Coil Pots Sketchbook: • Record exploration of mediums and techniques

	- Plan and collect sources of materials for future work - Respond to artists and comparing pieces of artwork - Discuss their own and others' work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work	- Plan and collect sources of materials for future work - Respond to artists and comparing pieces of artwork - Discuss their own and others' work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work	- Plan and collect sources of materials for future work - Respond to artists and comparing pieces of artwork - Discuss their own and others' work expressing their thoughts and feelings. - Plan and develop their ideas - Creating their own pieces inspired by artists - Annotating ideas for improving their work
Young Leaders Archbishop of York 	Leadership Skills - How we use them to change the world Inspirational Leaders - People who have changed the world for the better	Our Local Community - Identifying important areas and places of need National Community - Researching national charities bringing about change	Global Community - Exploring issues of justice across the world Community Action - Our own project in the community
Design Technology 	Structures Knowledge - To develop and use knowledge of how to construct strong, stiff shell structures. - To know and use technical vocabulary relevant to the project. <i>Project: To design, make and evaluate a Picture Frame to give as a Christmas present.</i>	Mechanisms/Mechanical systems Knowledge - To understand and use lever and linkage mechanisms. - To distinguish between fixed and loose pivots. - To know and use technical vocabulary relevant to the project. <i>Project: To design, make and evaluate an Easter card that uses leavers and linkages</i>	Textiles Knowledge - To know how to strengthen, stiffen and reinforce existing fabrics. - To understand how to securely join two pieces of fabric together. - To understand the need for patterns and seam allowances. - To know and use technical vocabulary relevant to the project. <i>Project: To design, make and evaluate a bag/wallet for the soldier to carry his money/belongings</i>

PE   	Real PE Unit 1 Personal <i>Cardio</i> <i>Coordination</i> <i>Floor movement</i> <i>Patterns</i> <i>One leg standing</i> Real PE Unit 2 Social <i>Cardio</i> <i>Dynamic balance to agility</i> <i>Static balance – seated</i> - Gymnastics - Invasion games (football)	Real PE Unit 3 Cognitive <i>Cardio – Dynamic balance</i> <i>Coordination – ball skills</i> Real PE Unit 4 Creative <i>Coordination with equipment</i> <i>Counter balance in pairs</i> - Dance - Net and wall games (squash and badminton)	Real PE Unit 5 Applying Physical <i>Agility - React/Response</i> <i>Static Balance – Floor Work</i> PE Unit 6 Health and Fitness <i>Cardio – Agility – Ball Chasing</i> <i>Static Balance – Small Base</i> - Striking and fielding (cricket) - Athletics - School Sports Day
French  	<u>J'Apprends Le Français (I'm Learning French)</u> - Look at an overview of France and French speaking countries. - Ask and say how you feel - Ask and say your name - Introduce colours and numbers 1-10 - Understand how to say letters and sounds in French <u>Le formes (Shapes)</u> - Name and recognise up to 10 shapes in French. - Attempt to spell some of these nouns. - Recognise that nouns have an article in French and in this case, the indefinite 'un' or 'une'. Have an opportunity to learn and/or revise numbers 1-5.	<u>Les Couleurs et Les Nombres (Colours and Numbers)</u> - Practice red, yellow, green, blue and white . - Practice grey, purple, orange, brown, black - Practice numbers 1-10 . - Learn about Nice Carnival <u>Les Salutations (Salutations)</u> - How to say “hello” in French - How to say “my name is...” in French - How to say “how are you?” in French - How to say how you are feeling in French - How to say “goodbye” in French - How to say “see you soon” in French Learn some classroom instructions	<u>Les Saisons (The Seasons)</u> - Revise colours - Name the four seasons - Say that there are four seasons - Say “in (season)” and some things that might happen in that season in the natural world - Say what your favourite season is and why, referring to the above <u>Je Peux... (I Can...)</u> - Learn days of the week - Introduce to dance, to sing, to cook, to eat, to watch. - Introduce to jump, to write, to drink, to listen, to talk - Introduce “I can...” - Listen to people talking about their activities and understand what they are saying