

# Curriculum Intent: Year Group: 3 Cycle:

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Atherton Geog	Atherton History	Romans		Extreme Earth	
Science	<u>Rocks and Soils</u> <ul style="list-style-type: none"> <li>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties;</li> <li>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock;</li> <li>I can recognise that soils are made from rocks and organic matter.</li> </ul>	<u>Animals inc. humans</u> <ul style="list-style-type: none"> <li>I can 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;</li> <li>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<u>Forces and Magnets</u> <ul style="list-style-type: none"> <li>I can compare how things move on different surfaces;</li> <li>I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance;</li> <li>I can observe how magnets attract or repel each other and attract some materials and not others;</li> <li>I can 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;</li> <li>I can describe magnets as having 2 poles;</li> <li>I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<u>Light</u> <ul style="list-style-type: none"> <li>I can recognise that they need light in order to see things and that dark is the absence of light;</li> <li>I can notice that light is reflected from surfaces;</li> <li>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes;</li> <li>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object;</li> <li>I can find patterns in the way that the size of shadows change.</li> </ul>	<u>Plants</u> <ul style="list-style-type: none"> <li>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers;</li> <li>I can 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;</li> <li>I can investigate the way in which water is transported within plants;</li> <li>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
	<u>Working Scientifically</u> <ul style="list-style-type: none"> <li>Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>Setting up simple practical enquiries, comparative and fair tests.</li> <li>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> </ul>					

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|  | <ul style="list-style-type: none"><li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li><li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li><li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li></ul> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> |  |
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# Curriculum Intent: Year Group: 3 Cycle:

<p><b>Reading</b></p>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words I meet.</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• I can develop positive attitudes to reading, and an understanding of what I read, by:             <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that I have read</li> <li>- increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• I understand what I read, in books I can read independently, by:             <ul style="list-style-type: none"> <li>- checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context</li> <li>- asking questions to improve my understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say</li> </ul> </li> </ul>
<p><b>SPaG</b></p>	<p>I can begin to use paragraphs as a way to group related material and organise ideas around a theme.</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>I can use the present perfect form of verbs in contrast to the past tense.</p> <p>I can use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use fronted adverbials demarcated with a comma.</p> <p>I can use apostrophes to indicate possession in plural nouns.</p> <p>I can use and punctuate direct speech.</p> <p>I can use headings and subheadings to aid presentation of my work.</p> <p>I can use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>I can use and understand the grammatical terminology preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas, determiner, pronoun, possessive pronoun and adverbial accurately and appropriately when discussing my writing and reading.</p>

# Curriculum Intent: Year Group: 3 Cycle:

## Writing

### Writing Transcription

- I can add suffixes with vowel letters to words of more than one syllable (*e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation*).
- I can spell words with the suffixes –tion, –sion, –ssion, –cian and –ation.
- I can spell words with the suffix –ly and understand the associated rules and exceptions.
- I can spell words with the ending ‘ture’ and ‘sure’.
- I can spell words with the suffix ‘ous’.
- I can spell words with the ‘l’ sound spelt /y/ (*e.g. myth, gym, Egypt, pyramid, mystery*).
- I can spell the ‘u’ sound spelt /ou/ (*e.g. young, touch, double, trouble, country*).
- I can spell words with the prefixes –dis, -mis, -in, -un, -il, -im, -ir, -re, -sub, -inter, -super, -anti, -auto.
- I can spell homophones and near homophones.
- I can spell words with a possessive apostrophe (*plural*).
- I can spell words with the /a/ sound spelt ei. *eight* or *ey*.
- I can spell words with the /s/ sound spelt sc (*e.g. science, scene etc.*)
- I can spell words with the /g/ sound spelt –gue and the /k/ sound spelt –que (*e.g. league, antique*).
- I can spell words with the /s/ sound spelt ch (*e.g. chalet, chef*).
- I can spell words with the /k/ sound spelt ch (*e.g. scheme, chorus*).
- I can spell words from the year 3/4 word list.

### Handwriting

- I can 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.
- I can increase the legibility, consistency and quality of my 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].

### Composition

I can plan my writing by:

- discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording my initial ideas

I can 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
- 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]

I can evaluate and edit by:

- assessing the effectiveness of my 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 my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

# Curriculum Intent: Year Group: 3 Cycle:

<p><b>Maths</b></p>	<p><b><u>Place Value</u></b>            I can count from 0 in multiples of 4, 8, 50 and 100;            I can find 10 or 100 more or less than a given number            I can compare and order numbers up to 1 000            I can identify, represent and estimate numbers using different representations            I can read and write numbers up to 1 000 in numerals and in words            I can tell and write the time from an analogue clock, including using Roman numerals            I can recognise the place value of each digit in a three digit number (hundreds, tens, ones)            I can solve number problems and practical problems involving above ideas.</p>	<p><b><u>Addition &amp; Subtraction</u></b>            I can add and subtract numbers mentally, including: a three---digit number and ones / a three---digit number and tens / a three---digit number and hundreds            I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction            I can estimate the answer to a calculation and use inverse operations to check answers            I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  <b><u>Multiplication &amp; Division</u></b>            I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables            I can 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            I can write and calculate mathematical statements for multiplication and division using the</p>	<p><b><u>Fractions &amp; Decimals</u></b>            I can count up and down in tenths            I can recognise, find and write fractions of a discrete set of objects: unit fractions and non---unit fractions with small denominators            I can recognise that tenths arise from dividing an object into 10 equal parts and in dividing one – digit numbers or quantities by 10.            I can recognise and use fractions as numbers: unit fractions and non---unit fractions with small denominators            I can compare and order unit fractions, and fractions with the same denominators            I can recognise and show, using diagrams, equivalent fractions with small denominators            I can add and subtract fractions with the same denominator within one whole. E.g one seventh + 3 sevenths = 4 sevenths.            I can solve problems that involve all of the above using fractions.</p>	<p><b><u>Measurement</u></b>            compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =            choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p><b><u>Measurement Time</u></b>            compare and sequence intervals of time            tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.            know the number of minutes in an hour and the number of hours in a day.</p>	<p><b><u>Statistics</u></b>            interpret and present data using bar charts, pictograms and tables            solve one---step and two step questions [e.g. ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.</p> <p><b><u>Measurement Money</u></b>            recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value            find different combinations of coins that equal the same amounts of money            solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p>	<p><b><u>Geometary Shape &amp; Position</u></b>            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</p>
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## Curriculum Intent: Year Group: 3 Cycle:

		<p>multiplication tables that they know, including for two---digit numbers times one---digit numbers, using mental and progressing to formal written methods I can 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</p>				
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<p><b>Geography</b></p>	<p>I can locate the world's countries using maps to focus on Europe, concentrating on environmental regions and key human and physical characteristics.</p> <p>I can name and locate the counties and major cities of the UK, identifying human and physical characteristics including hills, mountains, rivers, seas and how a place has changed.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: country, county, town, coast, physical features, human features, mountain, hill, river, sea,</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the UK and the wider world.</p> <p>I can use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand including sketch map, aerial view, feature, annotation, landmark, distance, key, symbol, land use urban, rural, population, coordinates.</p>				<p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones.</p> <p>I can use vocabulary to demonstrate knowledge and understanding in this strand: climate, tropics, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle,</p> <p>I can describe and understand the key aspects of physical geography including climate zones, biomes, volcanoes, earthquakes, tsunamis, tornadoes.</p> <p>I can describe and understand the key features of human geography including types of settlement and land use.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano , active, dormant, extinct, earthquake, epicentre, magnitude, shock wave, tsunami, tornado, climate, tropics, deforestation, pollution, settlement, settler, site, need, shelter, food.</p>	
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# Curriculum Intent: Year Group: 3 Cycle:

Art	<p><b>Exploring and Developing Ideas</b></p> <p>I can use sketchbooks to record ideas;            I can explore ideas from first-hand observations;            I can question and make observations about starting points, and respond positively to suggestions;            I can adapt and refine ideas;            I can use key vocabulary to demonstrate knowledge and understanding  <u>Vocabulary:</u> line, pattern, texture, form, record, detail, question, observe, refine.</p>				
	<p><b>Techniques</b></p> <p><b>Drawing</b></p> <p>I can continue to use a variety of tools from KS1            I can experiment with showing line, tone and texture with different hardness of pencils.            I can use shadow to show light and shadow effects.            I can show an awareness of space when drawing.  <u>Vocabulary:</u>            portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p> <p><b>Artists, Craft Makers and Designers</b></p> <p>I can use inspiration from famous artists to replicate a piece of work;            I can reflect upon my work inspired by a famous notable artist and the development of my art skills;            I can express an opinion on the work of famous, notable artists and refer to techniques and effect;</p>			<p><b>Techniques</b></p> <p><b>Painting</b></p> <p>I can use varied brush techniques to create shapes, textures, patterns and lines;            I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;            I can create different textures and effects with paint;  <u>Vocabulary:</u>            colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	

# Curriculum Intent: Year Group: 3 Cycle:

<p>History</p>		<p>I can find out about local historical events and their impact on the area          I can use a range of primary and secondary sources to find out about the past.          I can begin to undertake my own research.          I can find out about the everyday lives of people in time studied compared with our life today.          I can identify key features, aspects and events of the time studied.          I can start to present ideas based on their own research about a studied period.</p>	<p>I can find out about the Roman Empire and its impact on Britain.          I can look at more than two versions of the same event or story in history and identify differences.            I can use a range of primary and secondary sources to find out about the past.          I can begin to undertake my own research          I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.          I can find out about the everyday lives of people in time studied compared with our life today.          I can identify key features, aspects and events of the time studied.          I can start to present ideas based on their own research about a studied period.</p>			
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# Curriculum Intent: Year Group: 3 Cycle:

<p>D.T.</p>	<p><b><u>Design</u></b>          I can use my knowledge of a broad range of existing products to help generate my ideas.          I can design innovative and appealing products that have a clear purpose and are aimed at a specific user.          I can explain how particular parts of my products work.          I can use annotated sketches and cross-sectional drawings to develop and communicate my ideas.          I can develop and follow simple design criteria.          I can work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment</p> <p><b><u>Make</u></b>          I can carefully select from a range of tools and equipment with growing confidence.          I can select from a range of materials and components according to their functional properties and aesthetic qualities.          I can place the main stages of making in a systematic order.          I can use a range of tools and equipment safely, appropriately and accurately and can follow hygiene procedures.          I can use a wide range of materials and components.          I can assemble, join and combine materials and components with some degree of accuracy.          I can begin to select and use different and appropriate finishing techniques and improve the appearance of a product.</p> <p><b><u>Evaluate</u></b>          I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.          I can explore what materials/ingredients products are made from and suggest reasons for this.          I can consider my design criteria and I am willing to alter my plans, sometimes considering the views of others.          I can evaluate my product against my original design criteria.          I can evaluate how key events and individuals in design and technology have helped shaped the world.</p> <p><b><u>Technical Knowledge</u></b>          I can make a simple electrical circuit to create a functional product.</p>	<p><b><u>Design</u></b>          I can use my knowledge of a broad range of existing products to help generate my ideas.          I can explain how particular parts of my products work.          I can use annotated sketches and cross-sectional drawings to develop and communicate my ideas.          I can develop and follow simple design criteria.</p> <p><b><u>Make</u></b>          I can carefully select from a range of tools and equipment with growing confidence.          I can select from a range of materials and components according to their functional properties and aesthetic qualities.          I can place the main stages of making in a systematic order.          I can use a range of tools and equipment safely, appropriately and accurately and can follow hygiene procedures.          I can use a wide range of materials and components.          I can measure and mark out to the nearest cm.          I can cut, shape and score materials with some degree of accuracy.          I can assemble, join and combine materials and components with some degree of accuracy.          I can begin to select and use different and appropriate finishing techniques and improve the appearance of a product.</p> <p><b><u>Evaluate</u></b>          I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.          I can explore what materials/ingredients products are made from and suggest reasons for this.          I can consider my design criteria and I am willing to alter my plans, sometimes considering the views of others.          I can evaluate my product against my original design criteria.          I can evaluate how key events and individuals in design and technology have helped shaped the world.</p> <p><b><u>Technical Knowledge</u></b>          I understand that materials have both functional and aesthetic qualities.          I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		
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# Curriculum Intent: Year Group: 3 Cycle:

## Music

- I can use body percussion, instruments and my voice,
- I can understand music in the key centres of: C major, F major, G major and A minor and in the time signatures of: 2/4, 3/4 and 4/4.
- I can find and keep a steady beat.
- I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.
- I can copy back and improvise simple melodic patterns using the notes:  
C, D, E  
G, A, B  
F, G, A  
A, B, C
- I can share my thoughts and feelings about the music with my peers.
- I am able to find the beat or groove of the music.
- I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- I am able to invent different actions to move in time with the music.
- I can talk about what the song or piece of music means.
- I can identify some instruments that I can hear playing and identify if it's a male or female voice singing the song.
- I can talk about the style of the music.
- I can sing as part of a choir.
- I am able to sing a widening range of unison songs, of varying styles and structures and can demonstrate good singing posture. P
- I am able to perform actions confidently and in time to a range of action songs.
- I can sing songs from memory and/or from notation.
- I can sing with awareness of following the beat.
- I am able to sing with attention to clear diction.
- I can sing expressively, with attention to the meaning of the words.
- I am able to sing in unison and understand and follow the leader or conductor.
- I can copy back simple melodic phrases using the voice.
- I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- I can explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:  
C, D, E, F, G, A, B  
F, G, A, B $\flat$ , C  
G, A, B, C, D, E  
E, F $\sharp$ , G $\sharp$ , A, B

## Curriculum Intent: Year Group: 3 Cycle:

<ul style="list-style-type: none"> <li>· I am able to read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave</li> <li>· I can identify and understand the differences between crotchets and paired quavers.</li> <li>· I am able to apply spoken word to rhythms, understanding how to link each syllable to one musical note</li>   <li>· I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major</li>   <li>· I can explore improvisation within a major scale using the notes:             <ul style="list-style-type: none"> <li>· C, D, E</li> <li>· C, D, E, F, G</li> <li>· C, D, E, G, A</li> <li>· G, A, B</li> <li>· G, A, B, D, E</li> <li>· G, A, B, C, D</li> <li>· F, G, A</li> <li>· F, G, A, C, D B</li> </ul> </li> <li>· I am becoming more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</li> <li>· I can compose over a simple roove.</li> <li>· I can compose over a drone.</li> <li>· I can structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</li> </ul>
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R.E.						
	<u>Why are some books sacred?</u> 1. To give pupils the opportunity to reflect on and discuss books that are special to them. 2. To recognise and determine the	<u>What are the deeper meanings of the festivals of light?</u> 1. To reflect on the symbolism of darkness and light. 2. To explore the stories behind the festivals of Diwali and	<u>What do different people believe God is like?</u> 1. To recognise that people have different views about God. 2. To enquire into the concept of faith and	<u>What matters to Christians about Easter?</u> 1. To reflect on why the events of Easter are so significant for Christians. 2. To explore the story of Jesus washing the	<u>What is Worship?</u> 1. To explain what worship is and why it is important to believers. 2. To gain knowledge and understanding of the main features of Christian worship.	<u>What qualities do leaders of religion demonstrate?</u> 1. To gain knowledge and understanding of the qualities of a good leader and consider how they are demonstrated by the

## Curriculum Intent: Year Group: 3 Cycle:

	<p>characteristics that makes a text or book sacred and holy.</p> <p>3. To describe how and why sacred texts are important to believers.</p> <p>4. To identify the sacred texts in different religious traditions and describe how people show respect for them.</p> <p>5. To explain the meanings of the stories from sacred texts such as the Bible and explore the principles for living which they teach.</p> <p>6. To explore a story from a sacred text that provides inspiration and guidance to a religious believer.</p> <p>7. To identify how religious meaning is expressed through different types of language, for example parables, poems, psalms and prayers.</p>	<p>Christmas and how they reflect the concepts of good overcoming evil.</p> <p>3. To explore the symbolism of light in the Christmas/Diwali festivals.</p> <p>4. To enable pupils to consider why Jesus is often called the 'Light of the World'.</p> <p>5. To explore how Diwali and Christmas are celebrated by Hindus today and why.</p> <p>6. To give pupils the opportunity to talk about and reflect on celebrations that are special to them.</p> <p>7. To enable pupils to express their own response to the values and beliefs at the heart of each festival.</p> <p>8. To know and understand the meaning of the term 'festival of light.'</p>	<p>why people put their faith in God.</p> <p>3. To know and understand some of the qualities Christians associate with God and why.</p> <p>4. To reflect upon and share their own ideas about God.</p> <p>5. To provide pupils with the opportunity to reflect upon and ask their own big questions about God.</p> <p>6. To express their own spirituality through poetry or art</p>	<p>disciples' feet and understand what Christians learn from this and how it might influence their daily life and actions.</p> <p>3. To describe the key events of the Last Supper and explore its links with Christian belief and practice.</p> <p>4. To reflect upon what Christians think is special about Jesus with reference to how they remember him and why.</p> <p>5. To know how the symbols associated with the Easter story relate to the beliefs and values of Christianity.</p> <p>6. To be able to ask important questions about their own values.</p> <p>7. To reflect and share their own feelings relating to loss and remembrance.</p>	<p>3. To know when the Christian holy day is and what Christians do on that day and why.</p> <p>4. To identify holy days in other religious traditions.</p> <p>5. To gain knowledge and understanding of the Church building and its features, their functions and symbolism.</p> <p>6. To research places of worship in other religious traditions and identify significant features associated with them.</p> <p>7. To reflect upon and share their own thoughts and feelings about worship.</p> <p>8. To explore how places of worship bring religious communities together.</p>	<p>leaders/founders of different world faiths.</p> <p>2. To enquire into the leaders and founders of religious traditions and how they were called by God to lead faith communities.</p> <p>3. To explore the concept of vocation with reference to leaders and members of faith communities.</p> <p>4. To enquire into the roles and responsibilities of modern leaders of worship and learning in religious traditions.</p> <p>5. To reflect on the importance and impact of these leaders in religious communities today</p>
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# Curriculum Intent: Year Group: 3 Cycle:

<p>P.E.</p>	<ul style="list-style-type: none"> <li>• I can swim competently and proficiently over a distance of 25m.</li> <li>• I can use a range of strokes.</li> <li>• I can perform safe self- rescue in different water based situations.</li> <li>• I can explain why it is important to warm-up and cool-down</li> <li>• I can move and use actions with co-ordination and control.</li> <li>• I can explain how my work is similar and different from that of others.</li> </ul> <p>I can compare my performance with someone else.</p>			
<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> <li>• I can play simple team games using skills for attacking and defending.</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can control my body through gymnastics.</li> <li>• I can use different pieces of equipment using control and balance in gymnastics.</li> </ul>	<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can move and use actions with co-ordination and control.</li> </ul>	<p><u>Kwik Cricket</u></p> <ul style="list-style-type: none"> <li>• I can play simple team games using skills for attacking and defending.</li> </ul>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• I can understand different ways of running and jumping through athletics.</li> </ul>

# Curriculum Intent: Year Group: 3 Cycle:

<p><b>P.S.H.E.</b> Personal Development</p>	<p style="text-align: center;"><u>Relationships</u></p> <p><u>Families and friendships</u> What does family mean to me? I can recognise and respect that:</p> <ul style="list-style-type: none"> <li>• there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>• that being part of a family provides support, stability, and love</li> <li>• about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>• about the different ways that people can care for each other e.g. giving encouragement and support in times of difficulty.</li> <li>• to identify if / when something in a family might make someone upset or worried.</li> <li>• what to do and whom to tell if family relationships are making them feel unsafe or unhappy.</li> </ul> <p><u>Safe relationships</u> Who and what keeps me safe? I know:</p> <ul style="list-style-type: none"> <li>• what is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>• about what privacy and personal boundaries are, including online</li> <li>• basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li>• that bullying and hurtful behaviour is unacceptable in any situation</li> <li>• about the effects and consequences of bullying for people involved.</li> <li>• about bullying online, and the similarities and differences to face-to-face bullying.</li> </ul>	<p style="text-align: center;"><u>Living in the wider world</u></p> <p><u>Belonging to the community</u> What is the rule of law? I know:</p> <ul style="list-style-type: none"> <li>• the reasons for rules and laws in wider society</li> <li>• the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• what human rights are and how they protect people</li> </ul> <p>I can identify basic examples of human rights including the rights of children.</p> <p><u>Media literacy and Digital resilience</u> Is a virtual world a positive to mankind? I can understand:</p> <ul style="list-style-type: none"> <li>• how the internet can be used positively for leisure, for school and for work</li> <li>• to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• strategies to recognise whether something they see online is true or accurate</li> <li>• to evaluate whether a game is suitable to play, or a website is appropriate for their age-group</li> <li>• to make safe, reliable choices from search results</li> <li>• how to report something seen or experienced online that concerns them</li> </ul> <p>e.g. images or content that worry them, unkind or inappropriate communication</p> <p><u>Money and work</u> What's in a job? I know:</p> <ul style="list-style-type: none"> <li>• about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> </ul>	<p style="text-align: center;"><u>Health and Wellbeing</u></p> <p><u>Physical health and mental wellbeing</u> Why should I make healthy choices? I understand:</p> <ul style="list-style-type: none"> <li>• about the choices people make in daily life that could affect their health</li> <li>• to identify healthy and unhealthy choices</li> <li>• what can help people make healthy choices and what might negatively influence them.</li> <li>• About habits and that sometimes they can be maintained, changed or stopped</li> <li>• The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.</li> <li>• What is meant by a healthy balanced diet including what foods should be eaten regularly or just occasionally.</li> <li>• That regular exercise has positive benefits for their mental and physical health.</li> <li>• About the things that can affect feelings both positively and negatively</li> <li>• Strategies to identify and talk about their feelings</li> <li>• About some of the different ways people express feelings e.g. words, actions, body language.</li> </ul> <p><u>Growing and changing</u> <i>In what ways do I aim high even when the going gets tough?</i> I understand:</p> <ul style="list-style-type: none"> <li>• That everyone is an individual and has unique and valuable contributions to make]to recognise how strengths and interests form a part of a person's identity</li> <li>• How to identify their own personal strengths and interests and what they're proud of in and out of school.</li> </ul>
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# Curriculum Intent: Year Group: 3 Cycle:

	<ul style="list-style-type: none"> <li>• what to do and whom to tell if I see or experience bullying.</li> </ul> <p><u>Respecting ourselves and others</u> Do we have a responsibility to respect ourselves and others? I can recognise:</p> <ul style="list-style-type: none"> <li>• respecting behaviours e.g. helping or including others, being responsible.</li> <li>• how to model respectful behaviour in different situations e.g. at home, at school, online.</li> <li>• the importance of self-respect and their right to be treated respectfully by others.</li> <li>• what it means to treat others, and be treated, politely.</li> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>	<ul style="list-style-type: none"> <li>• that people can have more than one job at once or over their lifetime</li> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> </ul> <p>how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<ul style="list-style-type: none"> <li>• To recognise common challenges of self-worth e.g. finding schoolwork difficult, friendship issues.</li> <li>• Basic strategies to manage and reframe from setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they're good at, trying again</li> </ul> <p><u>Keeping safe</u> Whose job is it to keep me safe? I understand:</p> <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>• About things people can put into their body or onto their skin e.g. medicines and creams and how these can affect how people feel</li> <li>• How to respond if there is an accident and someone is hurt</li> <li>• About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul>
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# Curriculum Intent: Year Group: 3 Cycle:

<p><b>Computing</b></p>	<p><b><u>Communication and networking</u></b>          I can carry out <b>searches to find digital content on a range of online systems</b>, such as within Purple Mash or on an internet search engine. (Across units)          I can create purposeful (appropriate) content and <b>attach this to emails</b>. (3.3, 3.5, 3.6, 3.7, 3.8, 3.9)  <b><u>Digital Literacy</u></b>          I can <b>create a secure password</b>. (3.2)          I can explain the <b>importance of having a secure password and not sharing it with others</b>. (3.2, 3.5)          I can explain the <b>negative consequences</b> of not keeping passwords safe and secure. (3.2, 3.5)          I understand the importance of <b>keeping safe online and behaving respectfully</b>. (3.2)          I can use communication tools such as <b>2Email respectfully and use good etiquette</b>. (3.2, 3.5)          I can <b>report unacceptable content and contact online</b> in more than one way to a trusted adult. (3.2)</p>	<p><b><u>Communication and networking</u></b>          I can carry out <b>searches to find digital content on a range of online systems</b>, such as within Purple Mash or on an internet search engine. (Across units)          I can create purposeful (appropriate) content and <b>attach this to emails</b>. (3.3, 3.5, 3.6, 3.7, 3.8, 3.9)          I can identify different ways that the <b>internet can be used for communication</b>. (3.5)          I can use email such as <b>2Email</b> to respond to others appropriately and <b>attach files</b>. (3.5)</p>	<p><b><u>Coding</u></b>          I can make a <b>real-life situation</b> into an <b>algorithm</b> for a program. (3.1)          I can <b>design an algorithm</b> carefully, thinking about what <b>I want it to do</b> and how I can <b>turn it into code</b>. (3.1)          I can <b>identify an error</b> in my program and <b>fix it</b>. (3.1)          I can experiment with <b>timers</b> in my programs. (3.1)          I can identify the difference in using the effect of a timer <b>or repeat command</b> in my code. (3.1)          I am able to design a program thinking logically about the sequence of steps required. (3.1)          I can experiment with the effect of using repeat commands. (3.1)          I can read programs with several steps and <b>predict</b> what it will do. (3.1)</p>		<p><b><u>Data</u></b>          I can <b>analyse data using features</b> within software to help such as, formula in <b>2Calculate</b> (spreadsheets). (3.3, 3.6, 3.8)          I can <b>present data and information</b> using different software such as <b>2Question</b> (branching database) or <b>2Graph</b> (graphing tool). (3.3, 3.6, 3.8,3.9)          I can consider what the most appropriate software to use when given a task by my teacher. (Across units)          I can carry out <b>searches to find digital content on a range of online and local databases</b>.          I can <b>collect data and input</b> it into software. (3.3, 3.6, 3.8)</p>	
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# Curriculum Intent: Year Group: 3 Cycle:

<b>P4C</b>	Stimulus – The Boy in the Dress by David Walliams. Who should decide what we wear, yourself or others?	Is it ok if someone is better at something than you?	Are there 'girl clothes' and 'boy clothes'?	If someone says something not nice to me once does that make them a bully?	Identity – What things make you unique?	Stimulus – Runners. Paralympian photo and an Olympian photo. Is one a 'better' runner than the other?
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<b>British Values</b>	Respect Tolerance Democracy Liberty Rule of Law
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