

SUBSTANTIATING THE WIDER CURRICULUM

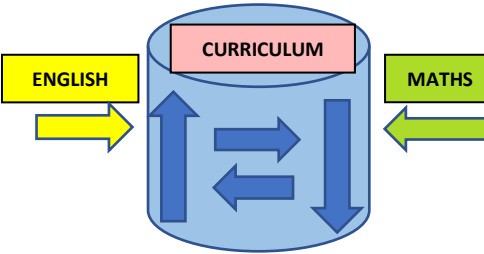
WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 3**

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
- To begin to construct a simple timeline. - Describe and explain some of the clues that help reconstruct how people might have lived. - Explain why the discovery of Skara Brae was such an important archaeological find. - Explain why archaeologists believe Stone Age people made so many beautiful cave paintings. - What the study of artefacts tell us about life during this time. - Describe significant personalities who come from our own locality. - Contrast the ways in which people in Britain were living at the end of Roman period to the beginning. - Explain why we know life wasn't always peaceful. - Explain why the Romans invaded Britain. - Explain why we know so much about the buildings the Romans constructed in Britain. - Explain why the Romans organised Gladiatorial games and why these were not popular with everyone. - Explain why Boudicca posed such a threat to the Romans. - Explain who the Anglo Saxons were and why they chose to live in villages instead of Roman towns. - What the study of artefacts tell us about life during this time. - Explain why the Romans established an empire around the world and record it's expansion.	- Name and locate counties and cities in the local area. - To identify local landmarks. - To identify key topographical features in the area. - Use maps to locate countries in Europe. - To use photographs to recognise human and physical features. - Use simple compass directions, locational and directional language to describe to location of features and routes. - To devise a simple map and use symbols in a key.	- To develop sketching skills incorporating previously learnt skills. - Choose colours that complement each other (colour wheel). - To begin to paint with acrylic paint. - To explore artists and designers and begin to reference them in own work. - Use pencil to shade in different ways. - Mix colours to create different shades. - To use natural materials to create collages. - To use photography to document work. - To explore the work of contemporary artists, both local and international. - To sculpt clay and other mouldable materials. (cave tile) - Develop drawing skills, drawing from historical references. - Experiment with different painting techniques. - To create patterns/pictures with mosaic tiles. - To explore both of contemporary and historical artists.	- To understand the principles of a healthy diet. - To prepare a healthy plate. - To investigate a range of existing products. - To evaluate own products; including strengths and 'even better ifs'. - Use a range of tools to perform practical tasks. - To select textiles based on functionality. - To develop a design for a functional product fit for purpose. - To develop and communicate ideas through discussion and annotated sketches.
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
PLANTS: (vocabulary in bold) - Name a variety of common wild and garden plants, inc. deciduous & evergreen trees. - Identify & describe basic plant structure inc. trees – root, branch, trunk, leaf, petal, stem. ANIMALS INCLUDING HUMANS: - Identify & name a variety of animals inc. fish, amphibians, reptiles, birds and mammals	READING - Read a range of fiction, poetry, plays & non-fiction texts. Discuss the texts that I read. - Read aloud and independently, taking turns and listening to others. - Explain how non-fiction books structured in different ways and use effectively. - Use a dictionary to check meaning of words.	WRITING - Use conjunctions (when, so, before, after, while, because) - Use adverbs and prepositions, (e.g. before, after, during, in, because of). - Experiment with adjectives create impact. - Correct use of verbs in 1st, 2nd & 3rd person.	MATHS - Compare & order numbers to 1000 & read/write numbers to 1000 in numerals & words. - Count from 0 in multiples of 4, 8, 50 & 100. - Recognise value of each digit in 3-digit num. - Count in tenths, find fractional values, and add /subtract with common denominator. - Derive, recall, facts for 3, 4 and 8x tables.

Carnivores, herbivores, omnivores - Describe & compare structure of animals inc. humans – fish, amphibians, reptiles, pets ROCKS: - Compare & group different kinds of rocks. - How fossils formed & soil is organic matter LIGHT - Properties of light, danger of direct sunlight, - Understand Reflection and shadows	- Describe some of the different types of fiction books. - Ask relevant questions to get a better understanding of a text. - Predict and draw inferences on what might happen based on the details I have read.	- Use perfect form of verbs to mark relationships of time and cause. - Use inverted commas to punctuate direct speech. - Group ideas into basic paragraphs. - Write under headings and sub-headings. - Write with increasing legibility, consistency and fluency	- Add/subtract mentally 1 & 2-digit numbers, up to 3-digits using formal written methods. - Write & calculate mathematical statements using the 2x, 3x, 4x, 5x, 8x and 10x tables. - Identify right angles, compare other angles, whether greater/smaller than a right angle. - Tell time to the nearest minute -use specific vocabulary, including seconds, am & pm.
SCIENCE (Continued) : FORCES AND MAGNETS			
Magnetic forces - how magnets repel and attract each other. Magnetic fields			

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3					
Where Am I? (The Local Area)	The Wider Local Area	What? No Pants?! (Stone Age)	What? No Pants?! (Roman)	How will I Escape? (Romans)	Volcanoes and Earthquakes
- Physical and man-made landscape of the UK – rivers, mountain ranges, major cities/towns, Motorways Industry etc., - My local area within UK - Mapping my locality –e.g. shops, industry, transport.	- Local and wider local area landmarks. - Field trip experience in the wider local area. - Local famous people and their impact.	- Changes from Stone Age to Iron age. - Neolithic hunter- gatherers early farmers – Scara Brae - Bronze age – religion, technology, travel- Stonehenge - Iron age hill forts, tribal kingdoms , farming, art etc.	- Locations of famous stone age settlements. - Local stone age areas. - Stone Age settlements in relation to our local location.	- Understanding of the expansion of the Roman Empire - Romans v Celts - Life of a gladiator - Life and routines of a Roman citizen.	- What causes Earthquakes - tectonic plates, Earthquake 'zones' – link to Tsunami's - What is a Volcano? - structure – Vesuvius and Pompeii, Mount St. Helens. - Volcanic Islands – Galapagos, Hawaii

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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
MUSIC	GAMES	HISTORY	GEOGRAPHY	❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
- Sing a tune with expression. - Play clear notes on instruments. - Use different elements in my composition. - Create repeated patterns different instruments - Compose melodies and songs. - Create accompaniments for tunes. - Combine different sounds to create a specific mood or feeling. - Use musical words to describe a piece of music and compositions. - Use musical words to describe what I like and do not like about a piece of music. - Identify work of one famous compose	- Throw and catch with control. - Aware of space and use it to support team-mates and to cause problems for the opposition. - Know and use rules fairly. GYMNASTICS - Adapt sequences to suit different types of apparatus and criteria. - Explain how strength and suppleness affect performance. - Compare and contrast gymnastic sequences MUSIC (Continued) - Improve my work -how it has been improved	Pre-History prehistoric Palaeolithic, Mesolithic Neolithic periods Ice age, Stone Age Iron Age, Bronze Age stone tools (flint) BC and AD hunter gatherers Skara Brae Stonehenge/Lascaux Romans Chariot, gladiator, Barbarian, soldier, slave, Empire, Emperor, mosaic, aqueduct, amphitheatre.	Our Global World: Continents, Oceans, Poles, Equator, Tropics. (cancer and Capricorn) Major countries – China, USA, Canada, India, South Africa, Australia, Brazil. Rivers – Amazon, Nile, Indus, Hudson. Mountain Ranges – Himalayas, Rockies, Deserts- Sahara, Gobi. Local area, school, map, county, town, city, compass, direction, home, locate. Volcanoes Earthquake Tectonic Plates, Mantle, Core, Volcanic	
LANGUAGES (MFL)	VALUES			PSHE
- Name and describe people and places. - Name and describe an object. - Have a short conversation saying 3-4 things. - Give a response using a short phrase. - Start to speak in sentences. - Read and understand a short passage using familiar language.	PERSONAL VALUES: Y3 - Right and wrong - Achievement - Be Responsible - Show courage. SCHOOL VALUES: - Caring & Honesty	- Creativity - Respect others - Determination - Friendship - Courage		Promoting aspects of SMSC through the PSHE curriculum as well as Values & Cultural Capital Health and Well-being: Physical: Safe and healthy at home, school and locally Sex and Relationships: Valuing differences and keeping safe

• Explain the main points in a short passage. • Read a passage independently. • Use a bilingual dictionary or glossary to look up new words. • Write phrases from memory. • Write 2-3 short sentences on a familiar topic. • Say what I like/dislike about a familiar topic. I can write phrases from memory.	• Friendship & Trust • Respect • Patience BRITISH VALUES: • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance	• Happiness • Responsibility • Understanding Where possible link examples of these values to topic/thematic work	islands. Pompeii, Vesuvius, Earthquake, tremor, Richter Scale, Tsunami, Mt St Helens	Relationships: • Social: Supporting friends and other people • Emotional: More about me Living in the Wider World:: • Economic well-being: Let's Go Shopping • Being a Responsible Citizen: Diversity and Society (Barnet Well-Being Programme)
DANCE AND DRAMA			CULTURAL CAPITAL	Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:- Core skills in English and Maths Creativity – Art & Design, DT, Expressive Arts History and Heritage – History, Cultural heritage Understanding the World – Geog., Current Affairs Discovery – Science, Technology/Computing Values and Personal Skills – inc. British Values. Courageous Advocacy* – subsume aspects of CA into the Year 3 wider curriculum themes:- • How important is the conservation of buildings & artefacts from our past? (Romans) ▪ Change – Is change good? Is the world better now compared to ...? – innovation tools (Pre-history) ▪ Championing a local cause. eg. Lack of local facilities – walk around the area. (Local Area) ▪ Aid for countries and people in disaster zones (Earthquake/Tsunami zones)
DANCE • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group • can repeat, remember and perform phrases.	DRAMA • Participate in performance: - develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters; • Use space and grouping, props and different ways to adapt to an audience			
RELIGIOUS EDUCATION				
• L2.1 What do different people believe about God? (Believing) • L2.4 Why do people Pray? (Expressing) • L2.7 What does it mean to be a Christian in Britain today? (Living)				

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* See my *Courageous Advocacy* document.