

Year Three	Victoria Primary Academy	Key Stage 2
<p>Writing</p>	<p>Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.</p>	<p>Look at poles, attraction and repulsion.â€”</p>
<p>Narrative</p>	<p>Explore numbers and place value so as to read and understand the value of all numbers.</p>	<p>Working Scientifically</p>
<p>Write stories set in places pupils have been.</p>	<p>Add and subtract using efficient mental and formal written methods.</p>	<p>Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)</p>
<p>Write stories that contain mythical, legendary or historical characters or events.</p>	<p>Describe position, direction and movement in increasingly precise ways.</p>	<p>Physics</p>
<p>Write stories of mystery and suspense.</p>	<p>Use and apply measures to increasingly complex contexts.</p>	<p>Electricity</p>
<p>Write plays.</p>	<p>Gather, organise and interrogate data.</p>	<p>Look at appliances, circuits, lamps, switches, insulators and conductors.</p>
<p>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</p>	<p>Science</p>	<p>Art & Design</p>
<p>Non-fiction</p>	<p>Biology</p>	<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p>
<p>Write instructions.</p>	<p>Plants</p>	<p>Develop and share ideas in a sketchbook and in finished products.</p>
<p>Write persuasively.</p>	<p>Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.</p>	<p>Improve mastery of techniques.</p>
<p>Write explanations.</p>	<p>Evolution and inheritance</p>	<p>Learn about the great artists, architects and designers in history.</p>
<p>Write non-chronological reports.</p>	<p>Animals and humans</p>	<p>Computing</p>
<p>Poetry</p>	<p>Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</p>	<p>Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>
<p>Write haiku.</p>	<p>Look at the digestive system in humans.</p>	<p>Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.</p>
<p>Reading</p>	<p>Evolution and inheritance</p>	<p>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.</p>
<p>Read and listen to a wide range of styles of text, including fairy stories, myths and legends.</p>	<p>All living things</p>	<p>Design & Technology</p>
<p>Listen to and discuss a wide range of texts.</p>	<p>Identify and name plants and animals'</p>	<p>Design</p>
<p>Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from otherâ€” cultures.</p>	<p>Look at the life cycle of animals and plants.</p>	<p>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.</p>
<p>Take part in conversations about books.</p>	<p>Chemistry</p>	<p>Make</p>
<p>Use the school and community libraries.</p>	<p>Rocks and fossils</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p>
<p>Read and listen to whole books.</p>	<p>Compare and group rocks and describe the formation of fossils.</p>	<p>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.</p>
<p>Communication</p>	<p>Materials</p>	<p>Evaluate</p>
<p>Engage in meaningful discussions in all areas of the curriculum.</p>	<p>Examine the properties of materials using various tests.</p>	<p>Understand how key events and individuals in design and technology have helped shape the world</p>
<p>Listen to and learn a wide range of subject specific vocabulary.</p>	<p>Examine changes to materials that create new materials that are usually not reversible.</p>	<p></p>
<p>Through reading identify vocabulary that enriches and enlivens stories.</p>	<p>Physics</p>	<p></p>
<p>Speak to small and larger audiences at frequent intervals.</p>	<p>Forces and magnets</p>	<p></p>
<p>Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.</p>	<p>Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.</p>	<p></p>
<p>Mathematics</p>	<p></p>	<p></p>
<p>Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.</p>	<p></p>	<p></p>

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Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

Geography

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.

Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Use a wide range of geographical sources in order to investigate places and patterns.

History

Changes in Britain from the Stone Age to the Iron Age.

Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

Ancient Greece.

A non- European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

History of interest to pupils.

Language

In the chosen modern language:

- Speak
- Read
- Write.

Look at the culture of the countries where the language is spoken.

Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Personal Development

Discuss and learn techniques to improve in the eight areas of 'success'.

Physical Education

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Religious Education

Study the beliefs, festivals and celebrations of Christianity.

Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.

Study other religions of interest to pupils.

Additional Content

Global Dimension

Developing the Global Dimension. History, Geography, Citizenship focus. Whole school curriculum link to the Global Dimension. Linked to Edison CC units.

Where did it happen? When did it happen? History and Geography in the news. Ongoing unit throughout the year. All Key Stage Two

Core Learning Skills

Developing Independence and Responsibility

Improving Own Learning and Performance

Developing Sense of Self Worth and Understanding Self and Others

Thinking Skills

Speaking And Listening

Y3 Edison CC Units

Bright Sparks. Science focus. How does electricity work? Forces and magnets. Working scientifically. Being an electrician. (7 week unit)

Time Travellers. Who were the greatest builders in the world? History Focus. First civilisations comparison. (6 week unit)

Amazing Adventures. Science and Technology focus. Let's go on an adventure. Would we like to live here? Mayan civilisations. Make and evaluate puppets. Links between people and their environments. (9 week unit)

The games children play. Art Focus. Breughel. Sketches, line drawings, class compositions. Music listening, appreciating, responding, building the dance and performing. (3 week unit)

Creepy Crawlies. Science Focus. Animals including humans. Plants. Living things and their habitats. Working scientifically. (6 week unit)

Town planners. Geography Focus. How can we make living here better for everyone? Stories of new towns and model villages. (6 week unit)

Y3 RE

T1 The Church Year,
T2 The Church Year - Christmas,
T3/4 Jesus as an Inspirational Figure,
T5/6 How and why do Jews and Muslims pray?

Y3 Music

Y3 Strings Project,
T1 Environment, Building,
T2, Sounds, Poetry,
T3, China, Time,
T4, In the Past, Communication,
T5, Human body, Singing French,
T6, Ancient Worlds, Food and Drink.

Y3 PE

T1 Real P.E Unit 1, Gymnastics balance & Striking/Fielding, T2 Real P.e Unit 2, Invasion Games,
T3 Real P.E Unit 3, Net/Wall games,
T4 Real P.E Unit 4, Kicking/dribbling/batting/bowling,
T5 Real P.E Unit 5, Outdoor Adventurous Activities,
T6 Real P.E Unit 6, Athletics.