



YEAR THREE

Heavers Farm and Selsdon Primary Schools

TEACHER NAME:

CLASS:

CURRICULUM 2019/20

This document forms part of our curriculum planning and assessment for 2019/20. This includes the key learning in each curriculum subject for this year group and the half termly assessment for each subject.

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Year 3	ART
<p style="text-align: center;">‘art makes children powerful’</p> <p style="text-align: center;"><i>It is important to start with children’s own ideas. It is also important to teach children that nothing is right or wrong in art. You should encourage children’s creativity and support this by teaching them the art skills to express and develop this. Good art teaching increases children’s self-esteem, self-confidence and independence which supports them to become independent learners across the curriculum.</i></p> <p>Please ensure that children are given the opportunity over the year to go and look at actual artworks. <i>Please avoid any ‘colouring in’ and filling in of photocopied sheets made by an adult. Art skills should be broken down and taught in the same way any other subject knowledge is taught in school so please avoid showing children a video of someone ‘doing art’ and then expect them to copy this. You would not dream of doing this when teaching maths, so please use the same rigour when teaching art!</i></p>	
<p>Sketching</p>	<ul style="list-style-type: none"> – Create a sketch collection in their sketch book to record their observations and use them to review and revisit ideas. – Sketch collection of observational drawings and ideas using line, tone, texture, and shading. – Draw accurately from observation – Draw from imagination and memory. – Draw lines of different sizes and thicknesses. – Experiment with grip to assist drawing styles.
<p>Improve mastery of Art and Design Techniques</p>	<p>Remember scale! Give children lots of opportunities to work with projects on a large scale (<i>i.e. not always on A4/A3 paper</i>)</p> <p>Printing Master printing techniques of using layers of colour and repeating patterns. Learn how to use polystyrene.</p> <p>Painting Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively.</p> <p>Collage and Sculpture Select and arrange materials and for a striking effect when creating collage and sculpture.</p>
<p>Learn about and take inspiration from notable artists/architects/designers</p>	<p>Study notable artists, artisans and designers. <i>Please include living artists, women and people of colour.</i> Talk about why the artist made what they did, what they were interested in etc. Look at and talk about the work of artists.</p> <p>Use the studied artists to create pictures in the style of their works. <i>This should not simply be a pastiche of this artist’s work, but an attempt to look deeper at what motivated this artist, the techniques they used and to give the children a chance to use this to make work of their own, based on their own ideas.</i></p>

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Year 3	COMPUTING
E-safety	<ul style="list-style-type: none"> – To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour. – To begin to identify a range of ways to report concerns about content and if a stranger contacts them. – Children to learn to make good passwords from their accounts.
Programming	<ul style="list-style-type: none"> – design write and debug programs that accomplish specific goals. – Solve problems by decomposing them in smaller parts. – Use sequence, selection and repetition in programs – Pupils learn to sequence instructions, for instance to create an animation using Scratch, or by using the timing features in PowerPoint – Pupils write a simple algorithm, for instance to create a basic traffic light sequence.
ICT	<ul style="list-style-type: none"> – Pupils learn how to use software to create an e-book. – Pupils to start to write and deliver a presentation on a given subject. – Pupils learn how to take or create images to enhance or further develop their work – Pupils record and edit media to create a short sequence – Pupils learn to search and sort. – To use search technology effectively.
Communicating	<ul style="list-style-type: none"> – To use email more confidently. – To use email address books. – To send attachments. – Understand the purpose of the internet.

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Year 3	DESIGN & TECHNOLOGY
<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</i></p>	
<p>When designing and making, pupils should be taught to:</p>	
<p>Design</p>	<ul style="list-style-type: none"> – Gather information about the needs and wants of particular individuals and groups – Show their design meets a range of requirements. – Develop their own design criteria and use these to inform their ideas. – Produce a step by step plan that shows the order of what they need to do and the equipment and tools that they need. – Describe their design using an accurately labelled sketch and words. – Share and start to clarify ideas through discussion – Use annotated sketches, cross-sectional drawings and diagrams
<p>Make</p>	<ul style="list-style-type: none"> – Measure, mark out and cut materials with some accuracy. – Assembles, joins and combines materials with some accuracy.
<p>Evaluate</p>	<ul style="list-style-type: none"> – Begin to explain how they can improve their original design. – Explain what they changed which made their design even better. – Identify what went well and what could be improved.
<p>Technical knowledge</p>	<ul style="list-style-type: none"> – How to use learning from science and maths to help design and make products that work – Materials can be combined and mixed to create more useful characteristics – Use correct technical vocabulary for the projects they are undertaking – How mechanical systems such as levers and linkages or pneumatic systems create movement – How to program a computer to control their products – Know a single fabric shape can be used to make a 3D textiles product – Know that food ingredients can be fresh, pre-cooked and processed
<p>Cooking and Nutrition</p>	<ul style="list-style-type: none"> – Food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world – Cooking and nutrition – Food preparation, cooking and nutrition – That a healthy diet is made up from a variety and balance of different food and drink, as depicted in ‘The Eatwell Plate’ – That to be active and healthy, food and drink are needed to provide energy for the body.

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Year 3	ENGLISH – SPOKEN LANGUAGE
Spoken language	<ul style="list-style-type: none">- Give structured descriptions- Participate actively in conversation- Consider and evaluate different viewpoints

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Year 3	ENGLISH – WRITING
Phonic & whole word spelling	<ul style="list-style-type: none"> – spell further homophones – spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> – use further prefixes and suffixes and understand how to add them – place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals – use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> – write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> – use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined – increase the legibility, consistency and quality of their handwriting
Contexts for Writing	<ul style="list-style-type: none"> – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none"> – discussing and recording ideas – composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> – organising paragraphs around a theme – in narratives, creating settings, characters and plot – in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	<ul style="list-style-type: none"> – 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 – proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> – read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none"> – extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition – using conjunctions, adverbs and prepositions to express time – and cause (and place)
Grammar <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> – using the present perfect form of verbs in contrast to the past tense – form nouns using prefixes (super-, anti-) – use the correct form of 'a' or 'an' – word families based on common words (solve, solution, dissolve, insoluble)
Punctuation <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> – using and punctuating direct speech (i.e. Inverted commas)

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Grammatical Terminology	<ul style="list-style-type: none"> – adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)
Year3	ENGLISH – READING
Decoding	<ul style="list-style-type: none"> – apply their growing knowledge of root words, prefixes and suffixes, 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
Range of Reading	<ul style="list-style-type: none"> – 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
Familiarity with texts	<ul style="list-style-type: none"> – 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
Poetry & Performance	<ul style="list-style-type: none"> – 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
Word meanings	<ul style="list-style-type: none"> – using dictionaries to check the meaning of words that they have read
Understanding	<ul style="list-style-type: none"> – 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 – identifying main ideas drawn from more than one paragraph and summarising these
Inference	<ul style="list-style-type: none"> – drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> – predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> – discussing words and phrases that capture the reader’s interest and imagination – identifying how language, structure, and presentation contribute to meaning
Non-fiction	<ul style="list-style-type: none"> – retrieve and record information from non-fiction
Discussing reading	<ul style="list-style-type: none"> – 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

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GEOGRAPHY		
Year 3	Breadth of Study	Skills
Locational and Place knowledge	<ul style="list-style-type: none"> – Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. – Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). – Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. <p>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</p>	<ul style="list-style-type: none"> – Build on prior knowledge of UK regions by using maps to locate countries of Europe including Russia. – Study maps to identify different areas of Europe using map keys to identify mountainous areas, urban areas etc. – Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken. – Match key landmarks to the country and relate to UK landmarks. – Use the language of ‘north’, ‘south’, ‘east’, ‘west’ to relate countries to each other. – Using maps, locate the Equator, the Tropic of Cancer and Capricorn. – Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. – Critically study photographs – do they think these were taken close to the Equator or further away.
Human and Physical Geography	<p>Study of volcanoes – causes, effects etc. Do a short study of the Pacific Ring of Fire.</p> <p>Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic).</p>	<ul style="list-style-type: none"> – Locate places in the world where volcanoes occur. – Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts. – Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. – Ask and answer questions about the effects of volcanoes. – Discuss how volcanoes affect human life e.g. settlements and spatial variation. – Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land

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		and how has land use changed today? How did they trade? How is that different today?
<p>Fieldwork</p> <p><u>Spend at least one whole week on this</u></p>	<p>Understand the 8 compass points and use them to explain/identify points on a map.</p>	<ul style="list-style-type: none"> – Use locational language to describe the location of points on a map of the school/local area. <p>FIELDWORK PROJECT</p> <p>Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds.</p> <ul style="list-style-type: none"> – Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. – Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are – Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement – Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. – Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).

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Year 3	HISTORY - CONTENT
<p>Changes in Britain from the Stone Age to the Iron Age <i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> – late Neolithic hunter-gatherers and early farmers, for example, Skara Brae – Bronze Age religion, technology and travel, for example, Stonehenge – Iron Age hill forts: tribal kingdoms, farming, art and culture <p>The Roman Empire and its impact on Britain <i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> – Julius Caesar’s attempted invasion in 55-54 BC – the Roman Empire by AD 42 and the power of its army – successful invasion by Claudius and conquest, including Hadrian’s Wall – British resistance, for example, Boudica – ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	

Year 3	HISTORY - SKILLS
<p><i>Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>	
Chronological understanding	<ul style="list-style-type: none"> – Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) – Use a timeline to place historical events in chronological order. – Describe dates of and order significant events from the period studied.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> – Use evidence to describe the culture and leisure activities from the past. – Use evidence to describe the clothes, way of life and actions of people in the past. – Use evidence to describe buildings and their uses of people from the past
Historical interpretation	<ul style="list-style-type: none"> – Explore the idea that there are different accounts of history.
Historical enquiry	<ul style="list-style-type: none"> – Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.

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	<ul style="list-style-type: none">– Ask questions such as ‘how did people? What did people do for?’– Suggest sources of evidence to use to help answer questions.
Organisation and communication	<ul style="list-style-type: none">– Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

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Year 3	MATHS
Counting	– count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.
Place Value	– recognise the place value of each digit in a three-digit number – compare and order numbers up to 1000
Representing number	– identify, represent and estimate numbers using different representations – read and write numbers up to 1000 in numerals and in words
Mental +/-	– add and subtract numbers mentally, including: HTU+U, HTU+T and HTU+H
Written +/-	– add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
Problems +/-	– 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
Number facts (x/÷)	– recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
Mental (x/÷)	– 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 methods
Written (x/÷)	– Progress to formal written methods calculations as above
Problems (x/÷)	– 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.
Recognising fractions	– 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
Comparing fractions	– compare and order unit fractions, and fractions with the same denominators – recognise and show, using diagrams, equivalent fractions with small denominators
Finding fractions of quantities	– recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators – recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
Fraction calculations	– add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
Fraction problems	– solve problems using all fraction knowledge
Measures	– measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Mensuration	– measure the perimeter of simple 2-D shapes
Money	– add and subtract amounts of money to give change, using both £ and p in practical contexts
Time	– 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

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	<p>vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <ul style="list-style-type: none"> – know the number of seconds in a minute and the number of days in each month, year and leap year – compare durations of events
Shape vocabulary	<ul style="list-style-type: none"> – identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Properties of 2-d shape	<ul style="list-style-type: none"> – draw 2-D shapes
Properties of 3-d shape	<ul style="list-style-type: none"> – make 3-D shapes using modelling materials – recognise 3-D shapes in different orientations and describe them
Angles	<ul style="list-style-type: none"> – 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 or less than right angle
Interpreting data	<ul style="list-style-type: none"> – interpret and present data using bar charts, pictograms and tables
Extract info from data	<ul style="list-style-type: none"> – 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

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Year 3	MUSIC
Play and Perform	<ul style="list-style-type: none"> – Sing songs from memory with accurate pitch and in tune. – Show control in voice and pronounce the words in a song clearly (diction). – Maintain a simple part within an ensemble. – Play notes on instruments clearly and including steps/ leaps in pitch. – Improvise (including call and response) within a group using 1 or 2 notes
Create and compose	<ul style="list-style-type: none"> – Compose and perform melodies using two or three notes. – Use sound to create abstract effects (including using ICT). – Create/ improvise repeated patterns (ostinati) with a range of instruments. – Effectively choose, order, combine and control sounds (texture/ structure).
Respond and Review	<ul style="list-style-type: none"> – Internalise the pulse in music. – Know the difference between pulse and rhythm. – Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. – Use these words to identify where music works well/ needs improving.
Listening and applying	<ul style="list-style-type: none"> – Use musical dimensions together to compose music. – Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). – Play with a sound- then-symbol approach. – Use silence for effect and know symbol for a rest (duration). – Describe different purposes of music in history/ other cultures.

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Year 3	PSHE
Living in the Wider World (PSHE)	<ul style="list-style-type: none"> – Understanding why and how rules and laws that protect themselves and others are made and enforced. – Understanding why different rules are needed in different situations and how to take part in making and changing rules. – Understanding how to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. – Understanding what being part of a community means, and about the varied institutions that support communities locally and nationally.
Health and Wellbeing: (PSHE)	<ul style="list-style-type: none"> – Ways of keeping physically, emotionally and mentally safe. – Recognising conflicting emotions and when you might need to listen to emotions or overcome them. – Reflect on and celebrate achievements, identify strengths and areas for improvement, set high aspirations and goals. – Understand that bacteria and viruses can affect health and that following simple routines can reduce their spread. – Understand school rules in regards to health and safety. – Understand basic emergency aid procedures, where and how to get help. – Understand roles of people who are responsible for helping you stay healthy and safe. Understand ways that you can help these people. – Recognise opportunities to make your own choices about food, what might influence your choices and the benefits of eating a balanced diet.
Relationships (PSHE)	<ul style="list-style-type: none"> – How to recognise risky or negative relationships including all forms of bullying and abuse. – Recognise and respond appropriately to a wider range of feelings in others. – Understand that actions affect self and others. – Understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret.’ – Keeping safe.
SRE	<ul style="list-style-type: none"> – The emotional and physical changes of growing up. – Naming body parts. – Similarities and differences between one another other. – Coping with emotions and how to look after our bodies in order to be safe and healthy.

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Year 3	PHYSICAL EDUCATION
Fundamental Movement Skills	<ul style="list-style-type: none"> – Starting to use running, jumping, throwing and catching in isolation and in combination – Learning the importance of technique, control and balance in physical activity
Fundamental Sports Skills	<ul style="list-style-type: none"> – Enjoying communicating, collaborating and competing with each other in fun, modified competitive games – Applying physical skills to fun, modified competitive games
Physical Literacy	<ul style="list-style-type: none"> – Applying a range of physical skills, learning how to use them in different ways and to link them to make actions and sequences of movement for competitive activities and games
Dance	<ul style="list-style-type: none"> – Applying strength and flexibility to a range of movement patterns
Swimming	<ul style="list-style-type: none"> – Learning to enter the water safely – Moving forward, backwards and sideways for a distance of 5 metres, feet on or off the floor – Scooping water and washing the face – Becoming comfortable with water showered from over head – Moving from a flat floating position on the back and front and return to standing (with or without support) – Pushing and gliding in a flat position on the front and back from a wall – Beginning to learn different strokes – Learning the rules of the pool – Learning to exit the water safely

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Year 3	RELIGIOUS EDUCATION
We follow Croydon's Agreed Syllabus for Religious Education 2018 . Please read this for more detail.	

AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Hinduism Authority & Worship writings Harvest	Hinduism Lifestyle Diwali/Navaratri Christmas	Christianity Authority & Worship	Christianity Authority & Worship Easter	Why should we care for our world?	Why should we care for our world?

SUGGESTED RESOURCES		
Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> • Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children's Bible • Cross/crucifix, various types • Wafers • Icons • Candles (votive, Baptismal, Paschal) • Palm Cross • Rosary • Church service sheet, Baptism/Confirmation service sheet • Pictures and/or statues of Jesus and Virgin Mary • Advent ring • Trading games • Hymn book • Various baptism, confirmation, Easter and Christmas cards 	<ul style="list-style-type: none"> • Mezuzah and a copy of the Shema • Hanukkah and candles • Shabbat candlesticks and candles • Seder Plate • Matzos • Havdala candle • Memorial candle • Purim rattle • Miniature Torah Scroll and Yad • Tallit (prayer shawl) • Yamulka (cap) • Dreidle • Various cards ie Passover and Hannukah 	<ul style="list-style-type: none"> • Puja Tray • Arti lamp • Divas • Garlands • Murtis (e.g Rama & Sita, Shiva, Lakshmi, Ganesh, • Krishna, Vishnu) • Bhagavad Gita • Rakhi and Rakhi cards • Diwali/celebration cards • Russian doll • Three faced puppets

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Year 3	MODERN FOREIGN LANGUAGE
Speaking and Listening	<ul style="list-style-type: none"> – Respond to simple questions with support from a spoken model or visual clue. – Respond to spoken instructions. – Recognise numbers 1–20. – Discriminate sounds and identify meaning when items are repeated several times. – Greet others with confidence and reply to the questions. – Know a well-known children’s song in language studied. – Sing a song from memory, with clear pronunciation. – Identify common nouns. – Begin to know some key vocabulary e.g. body parts, colours.
Reading	<ul style="list-style-type: none"> – Sequence written instructions. – Recognise some familiar words in written form. – Recognise and read known sounds within words. – Read some key vocabulary.
Writing	<ul style="list-style-type: none"> – Write some of the numbers to 20 from memory. – Experiment with writing simple word. – Copy accurately when writing some key words. – Copy or label using single words or short phrases.
Knowledge about languages	<ul style="list-style-type: none"> – Understand and start to use some basic core structures.
Knowledge about the culture of the countries	<ul style="list-style-type: none"> – Start to understand cultural similarities and differences and how festivals are celebrated. – Understand the differences in social conventions when people greet each other.

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Year 3	SCIENCE - SKILLS
Planning and predicting	<ul style="list-style-type: none"> – Respond to suggestions. – With help put forward ideas about testing. – Make predictions. – With help, consider what constitutes a fair test. – With help plan and carry out a fair test.
Investigating and observing	<ul style="list-style-type: none"> – Make observations and comparisons. – Measure length, volume of liquid and time in standard measures using simple measuring equipment. – Use first-hand experience and simple information sources to answer questions.
Recording, analysing and evaluating.	<ul style="list-style-type: none"> – Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. – Record findings using simple scientific language, drawings and labelled diagrams. – Say whether what happened was what was expected. – With help, identify simple patterns and suggest explanations.

Year 3	SCIENCE - CONTENT
PLANTS	<ul style="list-style-type: none"> – 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
<p>Non-statutory guidance</p> <p><i>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</i></p> <p><i>Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</i></p> <p><i>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</i></p>	

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<p>ANIMALS INCLUDING HUMANS</p>	<ul style="list-style-type: none"> – 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
<p>Non-statutory guidance</p> <p><i>Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</i></p> <p><i>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how they keep us healthy, and design meals based on what they find out.</i></p>	
<p>ROCKS</p>	<ul style="list-style-type: none"> – 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
<p>Non-statutory guidance</p> <p><i>Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</i></p> <p><i>Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</i></p>	
<p>LIGHT</p>	<ul style="list-style-type: none"> – 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

Non-statutory guidance

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

CURRICULUM AIMS

Safety

Build safe, caring and compassionate relationships.

Be healthy.

Manage conflict.

Resilience

Respond confidently to the changes or uncertainties.

Develop self-motivation, determination and personal well-being.

Overcome adversity.

Broaden knowledge.

Improve confidence.

Community

Develop teamwork.

Respect each other.

Demonstrate integrity, and openness to innovation and new ideas.

Equality

Celebrate diversity.

Unite in a common purpose.

Ensure equality of opportunity is at the core of everything we do.

Respect each other.

Ensure that our diverse population is one of our greatest strengths.

Opportunity

Experience a wide range of opportunities.

Achieve to the highest standards.