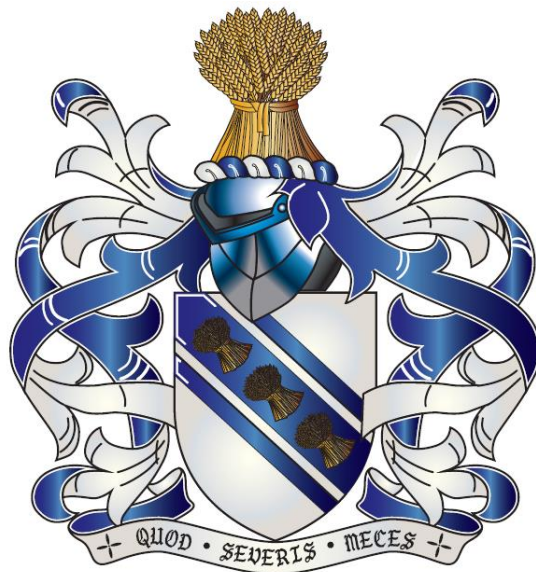


# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Year 3 Curriculum (2018-2019)



## 1. The Curriculum at The Bliss Charity School

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the aims of the early years foundation stage framework (<https://bit.ly/2HRJOYc>) and the national curriculum for key stage 1 and key stage 2 (<http://bit.ly/1ciqczz>) in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into six termly topics per year group. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is linked together through the topics for each term.

## 2. Year 3 Topics – 2018-2019

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
	September 6 <sup>th</sup> 2018 – October 19 <sup>th</sup> 2018	October 30 <sup>th</sup> 2018 – December 19 <sup>th</sup> 2018	January 7 <sup>th</sup> 2019 – February 15 <sup>th</sup> 2019	February 25 <sup>th</sup> 2019 – April 5 <sup>th</sup> 2019	April 23 <sup>rd</sup> 2019 – May 24 <sup>th</sup> 2019	June 3 <sup>rd</sup> 2019 – July 24 <sup>th</sup> 2019
<b>Class 3</b>	<i>Under the Sea</i>	<i>Volcanoes</i>	<i>Ice Worlds!</i>	<i>Ancient Egypt</i>	<i>Our Local Area</i>	<i>The Romans</i>
						

## 3. Further information about the Year 3 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the 'Class 3' page in the 'Pupils' section of our school website ([www.bliss.northants.sch.uk](http://www.bliss.northants.sch.uk)).

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed (@BlissCharitySch) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific objectives that underpin the Class 3 topics are available below (section 5). These statements form the 'expected standards' for each subject in Year 3 – they are used by school staff to plan the Class 3 topics and to make assessments.

## 4. Published schemes used in Year 3

In Year 3, we use some published schemes of work to support the delivery of our curriculum:

Area of the curriculum	Name of the scheme	Overview
Spelling	<i>Read, Write Inc. Spelling</i>	<i>Read, Write Inc. Spelling</i> for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Spelling rules are introduced by aliens from an exciting online spelling planet – see <a href="http://bit.ly/2vtgPf6">http://bit.ly/2vtgPf6</a>
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see <a href="http://kineticletters.co.uk/">http://kineticletters.co.uk/</a>

## 5. The 'expected standard' by the end of Year 3 at The Bliss Charity School

### English - Reading: Year 3

Read aloud with intonation and expression taking into account higher level punctuation.

Read most of the Year3/4 common exception words list.

Apply age-appropriate knowledge of root words, prefixes, suffixes to read aloud accurately and fluently; and determine the meaning of new words.

Use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters.

Quote directly from the text to support thoughts and discussions.

Use clues from action, description and dialogue to establish meaning.

Locate information by skimming and scanning (e.g. to locate specific information or to form a general impression).

Discuss how characters are built from small details.

Summarise and explain the main points from a text, referring back to the text to support this.

Begin to read between the lines to interpret meaning and/or explain what characters are thinking/feeling.

Empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.

Discuss possible reasons for action and events based on evidence in the text.

Predict what might happen from details stated and implied.

Comment on the author's choice of the words and phrases to create mood and build tension or paint a picture.

Understand that different kinds of sentences can affect the meaning (e.g. short sentences for impact or to create pace).

Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).

Read texts that are structured in different ways for a range of purposes.

Discuss the work of some established authors and state why they like/dislike reading the texts they write.

Recognise a range of word/sentence/text level features of a range of genres and text-types for both fiction and non-fiction.

Recite some of the poetry they have learnt by heart.

### English – Spoken Language: Year 3

*The statements for Spoken Language (below) apply to all years. The content should be taught at a level appropriate to the age of the pupils. Teacher assessments must focus on each pupil's ability to communicate across a range of contexts and to a range of audiences. This includes work in pairs, small/large groups and as a whole class. Attention should also be paid to increasing pupils' vocabulary – see the National Curriculum for English (Appendix 1).*

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play/improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

### English – Writing: Year 3

Describe characters, settings and action with adventurous word choices, expanded noun phrases and similes.

Select and use broad word-level, sentence-level and text-level features of fiction and non-fiction.

Make some deliberate adaptations to their written style when writing more formally.

Use some cohesive devices/organisational features between paragraphs to guide the reader.

Write sentences that contain adverbial phrases, which provide extra detail about time, place, character or reason.
Write (complex) sentences that use of subordination (e.g. although, as, because, even though, if, when) to provide the reader with extra detail.
Begin sentences in a variety of different and interesting ways to sustain the reader's interest.
Write with subject-verb agreement.
Write in the correct tense throughout the text, including the use of the progressive verb form to mark relationships of time.
Use inverted commas for dialogue correctly, on some occasions.
Use basic punctuation correctly on most occasions: capital letters, full stops, question marks, exclamation marks and apostrophes for contraction and possession.
Understand and apply age-appropriate grammatical terminology accurately.
Apply many spelling rules/patterns from Lower KS2 (Y3) correctly.
Correctly spell many example words from the Y3 programme of study and most words from the Lower KS2 (Y3) 'Word List'.
Produce legible, fluent and joined handwriting.

<b>Mathematics<sup>1</sup>: Year 3</b>
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Count from 0 in multiples of 100.
Find 10 or 100 more or less than a given number.
Count from 0 in multiples of 4, 8 and 50.
Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones).
Solve number problems and practical problems with number and place value from the Year 3 curriculum.
Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds.
Calculate mentally using multiplication and division facts for the 3, 4 and 8 multiplication tables, including two-digit numbers multiplied by one-digit numbers.
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Write and calculate $\times$ and $\div$ statements using known multiplication facts, including two-digits $\times$ by one-digit, using mental and progressing to formal written methods.
Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators.
Recognise, find and write fractions of a discrete set of objects, non-unit fractions with small denominators.
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.
Recognise and show, using diagrams, equivalent fractions with small denominators.
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.
Add and subtract amounts of money to give change, recording $\pounds$ and p separately.
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
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.
Interpret bar charts, pictograms and tables.
Present data in bar charts, pictograms and tables.

<b>Science: Year 3</b>
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Ask relevant scientific questions and suggest a scientific way of answering them.
With guidance, set up simple practical enquiries, comparative and fair tests.
Make careful observations and take accurate measurements using standard units.
Gather, record, classify and present data in a variety of ways to help answer questions.

<sup>1</sup> Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.



Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Use results to draw simple conclusions and make predictions for new values.
Use straightforward scientific evidence to answer questions or to support my findings.
Identify and describe the functions of different parts of flowering plants, incl. 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 plants, including pollination, seed formation and seed dispersal.
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.
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.
Compare how things move on different surfaces.
Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Observe how magnets attract or repel each other and attract some materials and not others.
Compare and group materials on the basis of whether they are magnetic, and identify some magnetic materials.
Describe magnets as having two poles.
Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Recognise that we 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 a solid object.
Find patterns in the way the size of shadows change.

### Computing: Year 3

Identify a range of ways to report concerns about content and contact.
Understand ways in which people communicate online and the potential danger (including devices such as Xbox and other online gaming).
Use internet to undertake purposeful research.
Awareness of copyright issues around images found online.
Recognise that some algorithms rely upon a strict order to work (e.g. using sequencing and repetition with a roamer).
Use various inputs (e.g. keyboard presses) and outputs (e.g. playing a sound) to control a computer program (e.g. control a Scratch program with a keyboard input).
Explain how a program works.
Identify errors or improvements in a program that I have created.
Evaluate different aspects of my work and identify next steps.
Work with a partner to suggest areas of improvement in our work.

### RE: Year 3

Retell religious, spiritual and moral stories in some detail.
Explain the main features of some different religions and beliefs in detail.
Identify similarities and differences between different religions and beliefs.
Offer some possible reasons regarding my own feelings and the feelings of others.
Explain the meanings of symbols and other forms of religious expression.
Identify some impacts of beliefs and practices on people's lives.
Some important questions about religions and beliefs.
Explain what I think is important in life and what other people value as important.

### **Art: Year 3**

- Explore ideas and collect information about different topics and use this to show my ideas in my sketchbook.
- Beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose.
- Use the properties of shape, form and texture of materials to create a 3D model.
- Beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.
- Adapt and improve my own work.

### **DT: Year 3**

- Describe the purpose of my product indicating features that will appeal to users, based on their needs and wants.
- Explain how particular parts of my product work.
- Select tools, and materials suitable for the task.
- Can order the main stages of making.
- Follow procedures for safety and hygiene.
- Measure, mark, cut, shape and join with some accuracy.
- Apply a range of finishing techniques.
- Identify strengths and weaknesses of my ideas and products, referring to my design criteria.
- Consider how well products have been designed and made.
- Investigate who designed products and how they're made.
- Investigate if items can be recycled/re-used.
- Discuss how to use maths and science to design products that work.
- Discuss how materials have functional and aesthetic qualities.
- With support, identify how levers or pneumatics create movement.
- With support, identify how to make strong shell structures.
- Know some foods that are grown, farmed and caught in the UK and Europe.
- Know that a healthy diet is made up from variety and balance.
- With support, prepare and cook some savoury dishes safely and hygienically.
- Use spreading and kneading.

### **Geography: Year 3**

- Name and locate counties and cities of the United Kingdom.
- Identify human and physical characteristics of the United Kingdom.
- Identify the position and significance of the Equator, Arctic and Antarctic Circle.
- Describe and understand key aspects of volcanoes and earthquakes.
- Use maps, atlases and globes.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

### **History: Year 3**

- Beginning to show an increasing understanding of chronology and order of events, people and objects.
- With help, know that the past can be divided into different periods of time.
- Use a range of historical words to explain the passing of time.
- Know historical events, people and changes of the period that I am studying.
- Beginning to pick out different ways that the past is shown.
- Beginning to devise historically valid questions.
- Beginning to use sources of information in different ways to help me answer questions about the past.
- Beginning to pick out and put together information for the period that I am studying.
- Beginning to construct simple informed responses.

**Music: Year 3**

- Sing in tune in a group or alone.
- Hold a simple part within an ensemble.
- Have a good memory for sounds and songs.
- Perform with control and expression, using my voice or an instrument.
- Aware of what others are playing.
- Compose simple melodies and songs.
- Use sound to create given images.
- Recognise and create repeated patterns.
- Make up singing games with words and actions.
- Create simple accompaniments for my tunes.
- Recognise how musical elements are combined.
- Know how different sounds can fit together.
- Describe music using suitable vocabulary.
- Listen carefully to a range of live and recorded music.
- When listening, talk about the combined effect of layers of sound.

**PE: Year 3**

- Improvise on my own and with a partner.
- Copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination.
- Translate ideas from a variety of stimuli into movement.
- Apply compositional ideas to sequences alone and with others.
- Compare, develop and adapt movement and motifs to create longer dances.
- Describe my own and others work noting similarities and differences.
- Able to make suggestions for improvements.
- Understand working safely.
- Recognise changes in my body and can give reasons why PE is good for health.
- Control and catch a ball with movement.
- Throw and catch with control to keep possession.
- Use a small range of basic racket skills.
- Run at a speed appropriate to the distance I am running.
- Take a running jump.
- Play effectively with increasing speed and precision, as members of small teams.
- Select the best jump for the task.
- Know when to sprint, jog and walk during races and games.
- See how my performance is similar and different from others' work and use this understanding to improve my own performance.
- Explain how well others are jumping, throwing and running.
- Explain why it is important to warm up and cool down.
- Beginning to understand basic rules of games and follow them fairly.

**PSHE: Year 3**

- Follow the school's RESPECT rules, making a positive contribution to the life of the class and the school.
- Demonstrate most of the metacognition attitudes (and some of the skills) needed to be a lifelong learner.
- Able to think carefully about an issue/question/situation and present my ideas/views clearly.
- Know that real democracy is a fair decision-making system where everyone is allowed to choose freely.
- Appreciate the importance of rules in keeping us safe and making things fair for everyone.
- Interested in learning about other cultures within my school and the wider community.
- Know that when I have a choice, I have the right to decide which option is the best one for me.

Realise that decisions should not be taken lightly.
Listen to and show respect for the views of others.
See my mistakes, make amends and set personal goals.
Contribute to the formation of class safety rules within school, e.g. before using DT equipment.
Talk about what makes a secure password and why they are important.
The comments I post online are positive and never malicious.
Make judgements and decisions and use basic techniques for resisting negative peer pressure.
Know that there are different types of bullying and teasing; and I can use the school's STOP approach to identify them and get help.
State which support I need in a range of situations to feel safe at all times.
Discuss any unsafe feelings until the situation is resolved.
Know how to behave so that other people feel valued; cared for; and respected.
Judge what kind of physical contact is acceptable or unacceptable.
Know the health hazards relating to medicines, alcohol, tobacco, solvents and illegal drugs.
Make informed choices about healthy eating and exercising.
Know there are different ways to gain money, including earning it through work.
Know that it is possible to keep money safe by putting it into an 'account' in the bank, building society.
Know that you can plan for future spending and how to save.

### Languages: Year 3

Listen to spoken language and show some understanding by joining in.
Join in with songs and rhymes.
Ask and answer simple questions modelled by the teacher.
Read and understand some simple words and phrases.
Make simple links between English and another language.
Copy some simple words and phrases but I may make a few spelling mistakes.
Starting to understand feminine, masculine and plural forms.