





















SPirton Hill Primary School
Year 3 Curriculum Intent

Autumn Term		Spring Term		Summer Term	
Theme:	Tomb Raiders	Theme:	Extreme Survival	Theme:	Meet the Flintstones
Values:	Responsibility and Respect	Values:	Readiness and Resilience	Values:	Aspirations and Appreciation
Visit / Visitor / Hook	Trapped in a pyramid challenge	Visit / Visitor / Hook	Making shelters outdoors	Visit / Visitor / Hook	Visit - Chiltern Open Air Museum
Focus of Year Group Wow	Drumming exhibition Egyptian themed activities	Focus of Year Group Wow	Drumming exhibition, Yeti storytelling and Survival themed activities	Focus of Year Group Wow	Drumming exhibition, graduation and singing
Contribution to w/sch wow	Poppy paintings/spoons (Rem.) Songs for Harvest / Christmas	Contribution to w/sch wow	World Book Day	Contribution to w/sch wow	Summer Fayre

Progression of Skills and Knowledge (Termly)		
Autumn Term	Spring Term	Summer Term
Reading: <ul style="list-style-type: none"> Read further common exception words noting unusual correspondences between spelling and sound. Listen to and discuss a wide range of texts Asking questions to improve their understanding Drawing inferences on a character's feelings/thoughts Predict what might happen from details stated 	Reading: <ul style="list-style-type: none"> Use dictionaries to check the meanings of words. Read books in different forms and for different purposes. Discuss words and phrases that capture the reader's interest. 	Reading: <ul style="list-style-type: none"> Recognising different forms of poetry. Drawing inferences on a character's motives from their actions
Writing: <ul style="list-style-type: none"> Subordinating Conjunctions- when, before, after, while, so because Use the determiner a or an Introduce paragraphs Introduce inverted commas Adverbs – then, next, soon, therefore 	Writing: <ul style="list-style-type: none"> Prepositions – before, after, during, in, because of Headings and sub-headings Use of the present perfect form of verbs Plural nouns Plural to show possession Prefixes – super, anti, auto 	Writing: <ul style="list-style-type: none"> Securing all skills from Autumn and Spring Secure all subordination and co-ordination Present perfect form of verbs instead of the simple past
Maths: <ul style="list-style-type: none"> Number: Place Value up to 1000 Number: Adding and Subtracting up to 3 digit and 3 digit numbers Number: Multiplication (2 digits x 1digit) and Division. Times table facts for 3,4,8 	Maths: <ul style="list-style-type: none"> Number: Multiplication (2 digits x 1digit) & Division. x3,x4,x8, Scaling Problems Measurement: Money (£x and xp) with place value, addition and subtraction to give change Statistics – interpret and present charts, tables & pictograms Measurement: Length and perimeter (mm, cm, m), calculate – by measuring – perimeter Number: Fractions - identification of fractions and basic simplifications/comparables, tenths, fractions on number lines, unit & non-unit fractions 	Maths: <ul style="list-style-type: none"> Number: Fractions – equivalent fractions compare and order unit fractions, add & subtract (same denominator & below 1) Measurement: Time - within 5 mins & 1 min, to & past, digital, analogue & 24hr formats, compare durations, Roman Numerals 1-12 Geometry: Properties of shapes comparing and identifying, comparing and drawing 2D & 3D shapes, recognise angles as properties of shapes, right angles, parallel and perpendicular Measurement: Mass and Capacity (ml, ltr, g, kg) and using number problems to compare and use measurement

Autumn Term		Spring Term		Summer Term	
	<ul style="list-style-type: none"> Identify and name different sources of light. Identify opaque, transparent and translucent materials. Sort reflective and light absorbing materials. Explain what shadows are and show how shadows can change. 		<ul style="list-style-type: none"> Understand a healthy diet for humans and other creatures. Name and locate bones in the human body. Group animals according to their skeleton. Name different muscles, saying how they work. 		<ul style="list-style-type: none"> Explain how fossils are formed. Classify and group different rocks. Compare the properties of rocks. Explain the process of soil formation.
	<ul style="list-style-type: none"> Name different kinds of forces. Describe properties of magnets. Group magnetic and non-magnetic materials. Explain magnetism. 		<ul style="list-style-type: none"> Explain how a plant grows and its requirements. Dissect a flower to find and name the parts linked to reproduction. Describe how a plant reproduces. Introduce the way in which water is transported within plants. 		<ul style="list-style-type: none"> Create a topic in which to create a survey Plan a survey by wiring questions Creating a survey using ICT Understand how to collect data form a survey Using charts and graphs to understand and present data
	<ul style="list-style-type: none"> Plan a short animation Develop understanding of the algorithms in animations Create a working animation in Scratch Identifying bugs and correcting our algorithm 		<ul style="list-style-type: none"> Understand how to use email safely Use email to communicate Using email to create presentations Sharing our work via email Learning how to use video conferencing 		<ul style="list-style-type: none"> Name and order the periods of the Stone Age. Place prehistoric Britain on a timeline. Explain the uses of bronze and iron. Compare life throughout prehistoric Britain.
	<ul style="list-style-type: none"> Place Ancient Egypt on a timeline. Compare life today with Ancient Egyptian society using a range of sources. Describe the purpose and layout of a pyramid. Communicate using hieroglyphics. 		<ul style="list-style-type: none"> Compare an environment in the UK and South America. Locate rainforests by using atlases. Describe the climate of a rainforest. Identify the different layers of a rainforest and their characteristics. 		<ul style="list-style-type: none"> Know who Kandinsky was and explain his style of artwork. Create artwork in the style of Kandinsky. Clearly explain choices of colour and use of lines. Review their artwork and that of others.
	<ul style="list-style-type: none"> Describe clay and its properties. Develop moulding skills further, including the use of slip. Design and make a sculpture to meet a brief. Evaluate and improve their work. 		<ul style="list-style-type: none"> Research and design a shelter to meet a brief. Choose materials to construct a shelter. Test a structure and evaluate its suitability. Make improvements by reinforcing the structure. 		<ul style="list-style-type: none"> Use digital/computer mapping to locate countries and describe features. Find 8 compass points using a compass to walk to places. Use 4 figure grid references on an ordnance survey and explain key symbols. Create paper and digital maps and plans of places around the world. Measure, record and present features in the local area

Progression of Skills and Knowledge (Annual)					
	<ul style="list-style-type: none"> Say and read numbers to 20 Give and respond to basic commands To greet one another using simple French sentences To say and read a range of French words around objects and adjectives and nouns 		<ul style="list-style-type: none"> Sing songs in harmony and rounds in three parts Begin to read and perform simple, rhythmic notation Begin to compose music Use increasingly complex musical vocabulary and start to explore the history of music 		<ul style="list-style-type: none"> To know about good choices around health To show awareness of life in the UK and how society interacts Appreciate our environment and how to look after it Build positive relationships that are respectful and safe
	<ul style="list-style-type: none"> Explore and develop new actions while working with a partner or a small group Explore use of floor, mat & apparatus using shape, balance & travel Pass, receive and dribble the ball, keeping control and possession Run consistently and smoothly at different speeds Throw a range of implements into a target area with consistency and accuracy 		<ul style="list-style-type: none"> Places of worship: Christianity, Islam, Judaism, Sikhism. Religious leaders: Christianity, Islam, Judaism How do different people from different faiths make sacrifices for their beliefs? What is the concept of miracles in different religions? What are the ideas of charity found in our environment? Environmental issues facing the world today – what do religions say? 		