

## SCIENCE

Children will learn about:

**Autumn:**  
**Rocks and soils :** classification of rocks and soil; formation of stone; fossilisation.

**Light :** absence of light; reflection and the dangers of UV

**Spring:**  
**Forces and Magnets:** gravity; pushes; pulls; friction and the behaviour of magnets

**Summer:**  
**Living things:** nutrition; skeletal structure; how things grow from seed to plant

## HISTORY

Children will learn about:

**Autumn:**  
**Stone Age to Iron Age:** ancient homes; hillforts; tools and hunting; cave art and tribal culture

**Spring:**  
**Ancient Egypt:** timelines of civilization; mummification; Egyptian afterlife; Egyptian society; pharaohs; the importance of the Nile

**Summer:**  
**Down our Road:** local history; evacuation of children during WW2; the development of the railway; Twickenham stadium.

## GEOGRAPHY

Children will learn about:

**Autumn:**  
**Poles Apart:** Roald Amundsen; Captain Scott.; extreme weather; polar conditions; animal adaptation

**Spring:**  
**Ancient Egypt :** rivers; settlement; development; man made and natural features

**Summer:**  
**Down Our Road :** map reading; orienteering; co-ordinates; satellite imagery; local landmarks; continent; country; county; borough

## RELIGIOUS EDUCATION

Children will learn about:

**Autumn:**  
**Symbols :** the importance of symbols in religion; how symbols convey identity and story

**Spring:**  
**Christianity :**important religious figures; Christian art; religious ceremonies; festivals and stories

**Summer:**  
**Sikhism:** important figures; teachers and students; religious clothing; religious art; values of religion; celebrations; festivals and rites of passage

## PSHE/RSE

Children will learn about:

**Autumn:**  
**Being Me In My World:** help others to feel welcome ; our dream school; rewards; consequences and our learning charter  
**Celebrating Differences:** families; family conflict; witness and feelings; words that harm and complimenting differences

**Spring:**  
**Dreams And Goals:** ambitions; new challenges; overcoming obstacles; celebrating learning.

**Healthy Me:** being fit and healthy; safe substances; being safe and my amazing body

**Summer:**  
**Relationships:** family roles; safe online; friendship; being a global citizen.  
**Changing Me:** how babies grow; outside body changes; stereotypes

# Chase Bridge Foundation Subject Overview

Our  
CURRICULUM

# Year 3

OUR  
TOPICS

AUTUMN 2

Geography Topic  
Poles Apart



SPRING 2

Science Topic  
Feel The Force



SUMMER 2

Geography Topic  
Down Our Road



History Topic  
Stone Age - Iron Age



AUTUMN 1

History Topic  
Ancient Egypt



SPRING 1

Science Topic  
Let It Grow



SUMMER 1

## LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

**Autumn:**  
**Phonetics I & I'm Learning French**  
**Ancient Britain**

**Spring:**  
**Fruits**  
**Animals.**

**Summer:**  
**French conversation :** I can statements; Instruments

## DESIGN AND TECHNOLOGY/ ART AND DESIGN

Following the Kapow Primary planning scheme

**Autumn:**  
**Term 1: Art & Design**  
- Painting and mixed media: Prehistoric painting

**Term 2: Design & Technology**  
- Cooking / Nutrition: Eating Seasonally

**Spring:**  
**Term 1: Art & Design**  
- Craft & Design: Ancient Egyptian Scrolls

**Term 2: Design & Technology**  
- Digital World: Wearable Technology

**Summer:**  
**Term 1: Art & Design**  
- Sculpture and 3D: Abstract shape and space

**Term 2: Design & Technology**  
- Structures: Constructing a castle

## MUSIC

Children will strengthen the skills needed for:

**Singing:** traditional songs; duet singing and singing as a group

**Music Appreciation:** Prokofiev (Peter and the Wolf, Romeo and Juliet, Troika); recognise instruments; describe the structure of a piece of music

**Performance:** sing songs from memory; maintain a role in an ensemble; sing solos and duets into a microphone for the class assembly.

**Instruments:** playing percussion instruments in an ensemble with accurate dynamics and precision. To learn to play 5 notes on the recorder and read them in staff notation.

**Composition:** play and improvise rhythms

## COMPUTING

Children will learn about:

**Digital Literacy:**  
**Online Safety:** Safe passwords, communicating online, consider what is true online, learn about age restrictions, knowing how to report and where to go for help, caution with advertising online.  
**Email :** open and respond to emails, use an address book, email safely, adding attachments.

**Information Technology**  
**Presenting :** creating pages, adding media, adding animations, linking slides.  
**Branching Databases:** Sort using YES/NO, collect data, present data, sort data.

**Computer Science:**  
**Coding :** programming flowcharts, using timed commands, use a nested command, programme a maze.

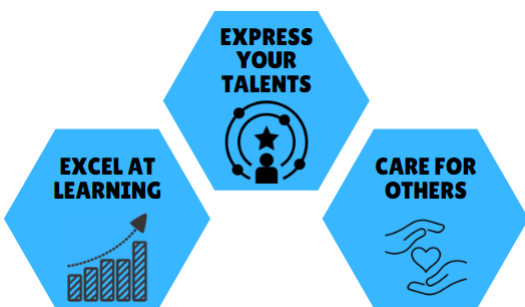
## PHYSICAL EDUCATION

Children will strengthen the skills needed for:

**Autumn:**  
**Tag rugby, netball and dance:** begin to learn the rules of sports; develop their tactical and decision making skills; explore sending, receiving, shooting and tracking while under game pressure; perform short self-choreographed dance phrases

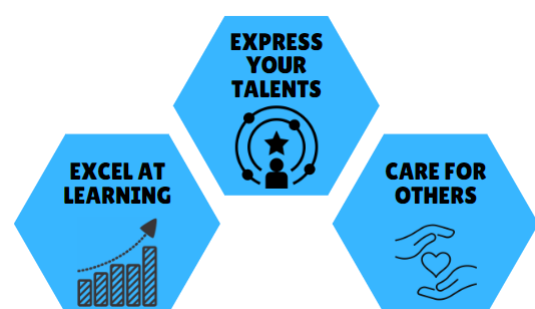
**Spring:**  
**Gymnastics, football and OAA:** perform gymnastic balances and transitions; explore dribbling, shooting, tracking, sending and receiving under game pressure; develop map reading skills and problem solving strategies

**Summer:**  
**Athletics, cricket and rounders:** develop sprinting and relay techniques; develop jumping techniques for distance; strike a bowled ball; explore over/underarm throws in game situations; catch with consistency



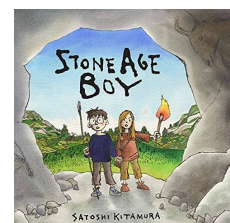


## Year 3

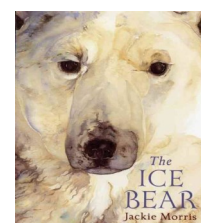


## Topic Linked Class Texts

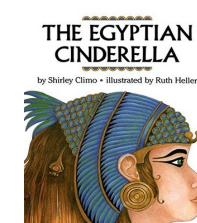
### AUTUMN 1



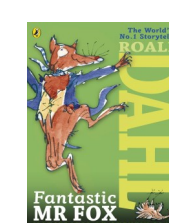
### AUTUMN 2



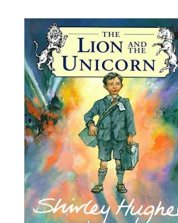
### SPRING 1



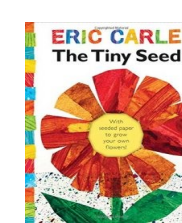
### SPRING 2



### SUMMER 1



### SUMMER 2



#### En3/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En3/1a listen and respond appropriately to adults and their peers
- En3/1b ask relevant questions to extend their understanding and knowledge
- En3/1c use relevant strategies to build their vocabulary
- En3/1d articulate and justify answers, arguments and opinions
- En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En3/1h speak audibly and fluently with an increasing command of Standard English
- En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En3/1j gain, maintain and monitor the interest of the listener(s)
- En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En3/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 3 and 4)

#### En3/2.1 Word Reading

- En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### En3/2.2 Comprehension

- En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:
  - 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
  - using dictionaries to check the meaning of words that they have read
  - 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
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry
- En3/2.2b understand what they read, in books they can read independently, by
  - 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
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- En3/2.2c retrieve and record information from non-fiction
- En3/2.2d 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.

#### Writing

(The objectives for Reading are common across Years 3 and 4)

#### En3/3.1 Spelling

- En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)
- En3/3.1b spell further homophones
- En3/3.1c spell words that are often misspelt (English Appendix 1)
- En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary
- En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

#### En3/3.2 Handwriting and Presentation

- En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- En3/3.2b increase the legibility, consistency and quality of their handwriting

#### En3/3.3 Composition

##### En3/3.3a Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

##### En3/3.3b Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

##### En3/3.3c Evaluate and edit by:

- 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

##### En3/3.3d proofread for spelling and punctuation errors

- En3/3.3e 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.

#### En3/3.4 Vocabulary, grammar & punctuation

En3/3.4a develop their understanding of the concepts set out in Appendix 2 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in Appendix 2

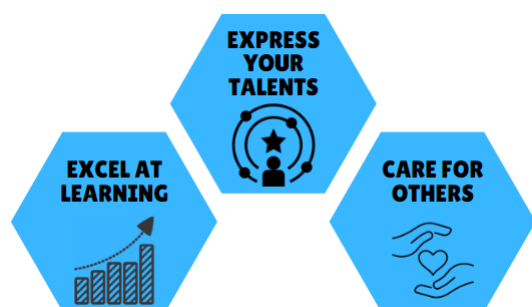
##### En3/3.4b indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with singular and plural nouns
- using and punctuating direct speech

##### En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.



## Year 3



### Number & place value in Year 3

#### Children will learn to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

#### Addition & subtraction in Year 3

#### Children will learn to:

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- 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.

#### Multiplication & division in Year 3

#### Children will learn to:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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 and progressing to formal written methods
- 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.

#### Statistics in Year 3

#### Children will be taught to:

- interpret and present data using bar charts, pictograms and tables
- 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.

### Fractions in Year 3

#### Children will learn to:

- 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, 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
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

#### Geometry (properties of shapes) in Year 3

#### Children will learn to:

- draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them
- 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 than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

#### Measurement in Year 3

#### Children will learn to:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- 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 vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events (for example, to calculate the time taken by particular events or tasks).