

English *Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.*

*apply their growing knowledge of root words, prefixes and suffixes
*read further exception words *listen to and discussing a wide range of texts *read books that are structured in different ways and reading for a range of purposes *use dictionaries to check the meaning of words *increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
*identify themes and conventions *prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action *understand what they read, in books they can read independently *retrieve and record information from non-fiction *participate in discussion about both books that are read to them and those they can read for themselves *spell words according to the Y3 spellings, including using a dictionary *increase the legibility, consistency and quality of their joined handwriting *plan, draft and edit and write independently, reading aloud their writing to an audience *learn aspects of grammar as set out in the Y3 appendix (Detail for Y3 is set out in the school planning and differentiated between Y3 and Y4 for Lower KS2).

Languages- French *Foster pupils' curiosity and deepen their understanding of the world. Provide opportunities for them to communicate for practical purposes.*

*listen attentively to spoken language and show understanding by joining in and responding *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *speak in sentences, using familiar vocabulary, phrases and basic language structures *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases *present ideas and information orally to a range of audiences *read carefully and show understanding of words, phrases and simple writing
*appreciate stories, songs, poems and rhymes in the language
*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary *describe people, places, things and actions orally *understand basic grammar

A curriculum for Blackwell Year 3 Children

During their time at Blackwell, children will develop the following values and key competencies in line with our vision (see Curriculum overview) and also develop the outlined subject knowledge and skills.

At **Blackwell First School** we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

Values

**Respectful and responsible citizens *Competent and confident learners*

**Aspirational individuals*

Key competencies

**Co-operation *Communication *Independence*

Art and Design *Engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

*develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design *create sketch books to record their observations and use them to review and revisit ideas *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *learn about great artists, architects and designers in history

(School planning outlines the progression between Y3 and Y4).

Music *Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.*

*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
*improvise and compose music for a range of purposes using the inter-related dimensions of music *listen with attention to detail and recall sounds with increasing aural memory *use and understand staff and other musical notations
*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
*develop an understanding of the history of music

(School planning outlines the progression between Y3 and Y4).

Mathematics *Promote fluency in the fundamentals of mathematics, reason mathematically by following a line of enquiry and solve problems by applying their mathematics.*

*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 *add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens and 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 *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 *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, $5/7 + 1/7 = 6/7$] *compare and order unit fractions, and fractions with the same denominators *solve problems that involve all of the above *measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) *measure the perimeter of simple 2-D 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 *draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D 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 *interpret and present data using bar charts, pictograms and tables *solve one-step and two-step questions

History *Gain a coherent knowledge and understanding of Britain's past and that of the wider world. Inspire pupils' curiosity to know more about the past.*

*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.

(School planning differentiates between content taught in Y3 and Y4).

Geography *Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.*

*locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities *name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time *identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) *understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America *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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of a compass, four and six-figure grid references, symbols and key *use fieldwork to observe, measure, record and present the human and physical features in the local area

Religious Education *Enquire into significant questions which religion and worldviews address, so that they can develop the understanding and skills needed to respond to these.*

The SACRE agreed syllabus has been adopted by the school and supports the teaching of belief, belonging and faith within RE, outlining progression across Years 3 and 4.

Physical Education *Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.*

*use running, jumping, throwing and catching in isolation and in combination *play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending *develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] *perform dances using a range of movement patterns *take part in outdoor and adventurous activity challenges both individually and within a team *compare their performances with previous ones and demonstrate improvement to achieve their personal best

(School planning outlines the progression between Y3 and Y4).

Science *Develop scientific knowledge and conceptual understanding, an understanding of the nature, processes and methods of science and the uses and implications of science.*

*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 *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 *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 *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 together a variety of everyday materials on the basis of whether they are attracted to a magnet, 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

Design and Technology *Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.*

Follow the school's own planning for Y3 and Y4 to ensure that all aspects of the DT curriculum are taught progressively and with continuity, including design make, evaluate and gain increasingly technical skills.

Computing *Equip pupils to use computational thinking and creativity to understand and change the world.*

*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts *use sequence, selection, and repetition in programs; work with variables and various forms of input and output *use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs *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 *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information *use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Personal Social Health and Economic Education *Develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.*

*use growth mindset to support children to develop positive attitudes *across the curriculum, develop personal attributes in line with the school's values and key competencies *learn about British Values and community, safety, healthy minds and lifestyles, relationships, health prevention and basic first aid *learn about physical changes building on from Y2