

RGS Junior School
Year 3
Programme of Study
2019-2020



“One School, One Team.”

Year 3 Programmes of Study

Welcome to Year 3. We know that children will be excited by the challenges and adventures to come in the forthcoming months so here is a little taster of what to expect to learn during the course of the year. Lessons will be supplemented by various trips to places like the Hancock at the Great North Museum and Arbeia Roman Fort. Within the school year, we are keen to capitalise on other ways in which to enhance the children's learning and these can include trips to the theatre, visiting authors or national events. **Work can therefore be based around a range of topical events, leading to changes being made as to when certain aspects of the curriculum may be taught.** Above all, we aim to provide a varied, interesting and fun curriculum for children in Year 3, encouraging them to want to learn more both in school and at home. Hopefully, this guide will assist them in their quest for further knowledge!



Year 3 Maths		
Autumn Term	Spring Term	Summer Term
Word Problems Place Value - Sequences to 1000 Addition & Subtraction facts to 20 Money - Using £1 and £2 coins Length, Mass Reasoning about 3D Shapes Handling Data - Frequency tables Counting and Properties of Numbers to 1000 Table facts for 2's, 3's, 4's, 5's and 10's Division by 2, 5 and 10 Money and Real Life Problems Fractions – halves, quarters & tenths Written Addition and Subtraction Time Comparing, ordering, adding and subtracting fractions with same denominator Tell time to the nearest minute Know the number of seconds in a minute, days in each month and year and leap year	Word Problems Place Value Addition and Subtraction with bridging Shape Capacity Time - Minutes past and to Counting and Properties of Number Multiplication and Division <ul style="list-style-type: none"> - Multiplying a two digit number - Division by 2, 3, 4, 5 and 10 - Division with remainders - Doubling and halving - Multiply & divide by 10 and 100 Data Handling – Pictograms Adding 10s or 100s to 3 digit numbers Right angles (identifying angles greater or less than a right angle)	Word Problems Addition and Subtraction <ul style="list-style-type: none"> - Adding 3 digit numbers - Subtracting multiples of 10 - Small differences Exam Practice Money Adding and Subtracting <ul style="list-style-type: none"> - Adding 3 digit numbers - Using and applying Linking Multiplication and Division Area Data Handling Carroll/Venn diagrams Counting in tenths

Year 3 English			
	Autumn Term	Spring Term	Summer Term
Writing	Description of story setting with a picture stimulus, Character descriptions, Acrostic poetry, Show and tell, Themed work on Northern Stage theatre visit, Letter writing.	Show and tell, Writing in paragraphs, Instructions. Book reviews	Themed work on production or author eg Roald Dahl Character descriptions, Postcards, Story writing, Newspaper articles, Letter writing, Book reviews Review of the year.
Grammar & Language	Capital letters and full stops, Adjectives, Question marks, Exclamation marks, Commas in lists, Verbs.	Nouns, Adjectives, Capital letters in text, Speech marks.	Conjunctions, Time connectives, Pronouns.
Comprehension	Weekly comprehension tasks based on class readers or linked to creative writing work.		
Class Reader	The Worst Witch	Group reading including reading aloud from a variety of different class reading books	

Year 3 Science		
Autumn Term	Spring Term	Summer Term
<p>Materials and their properties Review materials and their properties; distinguish objects and materials; describe & compare materials in terms of their properties; why materials are used; different of the same material; properties of glass.</p> <p>Magnets and springs Materials magnets will attract: materials magnets will not attract; uses of magnets; magnets attract and repel each other.</p>	<p>Rocks and soils Uses for rocks e.g. to build things; structure, texture and colour of rocks; grouping rocks and soils; using appropriate scientific terms and language; erosion of rocks; rock formation; sedimentary, igneous and metamorphic rocks; soil samples - colour and texture; size of particles; separating soils by sieving.</p> <p>Helping plants grow well Plants as food and other uses; plants grow; roots, stems and leaves; measuring plants; factors which affect growth – water, temperature, light.</p>	<p>Teeth and healthy eating Why we need to eat; foods for good health; varying diets; animals diets; carnivores, herbivores & omnivores; teeth; functions & shape of different teeth; structure of a tooth; keeping teeth healthy; some foods can be damaging to our teeth.</p> <p>Light and shadow Formation of shadows; light sources, the shape of shadows; different types of shadow from opaque of transparent materials; how and why shadows change during the day; the sun at midday; the Earth spins on its axis.</p>

Year 3 Geography		
Autumn Term	Spring Term	Summer Term
<p><u>Map Work</u> Bird's Eye Views Positions Points of the compass, extending to NE, NW, SE, SW Basic map symbols Grid references Using keys Reading Simple Maps Continents and Oceans of the World Northern and Southern Hemisphere Equator</p> <p><u>Welcome to the UK</u> Which countries form the UK? Major Cities</p>	<p><u>Climate</u> Locate climate zones Climate patterns around the world Biomes and vegetation belts Polar climate Deserts Climate and weather in the UK</p>	<p><u>Where Does Our Food Come From?</u> Mapwork Fair Trade The journey to our plate Importance of trade Climate needed for different foods. Fruits of the world</p> <p><u>Possible Activities</u> Farm Visit Visit to a food shop</p>

Year 3 History		
Autumn Term	Spring Term	Summer Term
<p><u>All About Me</u> What are the key events in my life? How do we organise events on a timeline? How do I fit into the history of the RGS?</p> <p><u>Remembrance Day</u> What is Remembrance Sunday? Why do people go to the Cenotaph on Remembrance Sunday? Why is the poppy significant?</p>	<p><u>How did the lives of Ancient Britons change during the Stone Age?</u> How do people often imagine the Stone Age to be like? What clues help archaeologists reconstruct how people might have lived in the Stone Age? Why did Stone Age Britons spend most of their time living in camps rather than caves? Why was the Red lady of Paviland so important? How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <p><u>How do artefacts help us understand the lives of people in Iron Age Britain?</u> How can we recognise Iron Age forts today? What might hill forts have looked like when they were first built? How do we know that life wasn't always peaceful in the Iron Age?</p>	<p><u>How did the arrival of the Romans change Britain?</u> Why did the Emperor Claudius invade Britain? Why did the Romans almost lose control of Britain? Why were Claudia and Lepidinia living at Vindolanda? How do we know so much about the towns the Romans built in Britain? Why did the Romans organise gladiatorial games?</p>

	Why have so many wonderful Iron Age artefacts been found underwater?	
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Year 3 French		
Autumn Term	Spring Term	Summer Term
Greetings Names Classroom instructions Family Christmas.	Numbers 0-30 Classroom objects Colours Days of the week/months of the year Describing the weather.	Directions Pets Study of a story in French Revision of topics covered.

Year 3 D&T		
Autumn Term	Spring Term	Summer Term
Pneumatic Systems - Moving Monsters Levers - Pop Up Cards	Food Technology - Dips and Dippers Textiles - Puppets	Food Technology - Fruit Cocktails Textiles - Purses and Wallets

Year 3 Drama		
Autumn Term	Spring Term	Summer Term
An Introduction to Drama PSHE Drama: Oliver	BBC Audio: The Great Fire of London Shakespeare Stories: The Tempest	Aliens Bible Stories

Year 3 PSHE/Religious Education		
Autumn Term	Spring Term	Summer Term
Being me in my world Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Religion: Sikhism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh?	Relationships Families Family roles and relationships Friendships Keeping myself safe Being a global citizen 2 Religion: Christianity Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday	Differences Witness and feelings Witness and solutions Words that harm Compliments Religion: Hinduism Theme: Hindu beliefs Key Question: How can Brahman be everywhere and in everything?

Year 3 Music		
Autumn Term	Spring Term	Summer Term
<p>The Beat</p> <p>Using a piece of classical music by Tchaikovsky, (Russian Dance from <i>The Nutcracker Suite</i>), students will develop their rhythmic skills, working with different metres and will learn how to build rhythms. Note values and beats will be focussed on, as well as developing pitch sense.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Crotchet, quaver, minim, semibreve, crotchet rest, treble clef pitches, stave, bar, barline, repeat mark, 4/4 and 3/4 time signatures; name some notes on the stave • Beat, rhythm, ostinato • Families of the Orchestra (Timbre): String, Wind, Brass and Percussion sections of the orchestra. <p>Carol Service preparation.</p> <p>As well as traditional congregational carols, songs and words for a Year 3 and 4 Nativity play will be learnt.</p> <p>Developing performance skills:</p> <ul style="list-style-type: none"> • For a specific place, • For a specific occasion, <p>Developing singing skills:</p> <ul style="list-style-type: none"> • Accuracy, • Expression, • Physical presentation. 	<p>Notation and Performance</p> <p>Using the ocarina, students will be introduced to Oc-Pix and Oc-Box notation, before progressing onto standard notation. They will focus on producing a good sound, maintaining the beat, accuracy, ensemble playing and performing to an audience.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Crotchet, quaver, minim, semibreve, crotchet rest, treble clef pitches, stave, bar, barline, repeat mark, 4/4 and 3/4 time signatures; name notes of the D major scale • Performance • Ensemble playing 	<p>Music and Stories</p> <p>The students will discover how music can create an atmosphere, using different instruments, tempos and dynamics, or even tell a story. They will be introduced to composition, focussing initially on a story they are familiar with, before composing a piece that tells an original story. Grieg's <i>In the Hall of the Mountain King</i> will be used as a source of inspiration.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Tempo, beat, rhythm • Dynamics • Timbre • Improvisation • Composition and participation in group composition projects • Transcription – graphic and standard notation • Structure – Ternary form (ABA)

Year 3 Computing		
Autumn Term	Spring Term	Summer Term
<p>Rules of Responsible use of computers, iPad and the Internet.</p> <p>Combining text with graphics and email Microsoft Word -Choosing a suitable template. -Altering font, size and colour. -Adding shapes. Linked to 'All about me.'</p> <p>Email -An introduction to Email using Outlook Express (animal game).</p> <p>Networking -Understand that computers in a school are connected together. -Understanding why computers are connected together. -Learning about the difference between the Internet and the World Wide Web and complete research using the Internet.</p> <p>We are vloggers Making and sharing a short screencast presentation (Office 365) In this unit, the pupils choose a topic to teach to others. They research this using web-based sources, plan a presentation, source and create visual content and record a spoken commentary.</p> <p>-Choosing a suitable template. -Adding text and altering font/size/colour. -Adding transitions. -Importing images. Linked to History topic: Celts/Romans.</p> <p>E-Safety focus in lesson starters using Kara Winston and the Smart Crew and Hector's World.</p> <p>Digital Literacy and Citizenship -Powerful Passwords -Staying Safe Online -Writing Good e-mails .</p>	<p>Reminder of e-safety key messages. Safer Internet Day: Tuesday 6th February "Create, connect and share respect: A better internet starts with you"</p> <p>Book Creators -Create an e-book using iPad app Book Creator. -Combine text and graphics. -Add audio to book.</p> <p>We are presenters -iMovie -Camera to film and take photos. -Adding transitions. Adding text. Adding voiceover. This unit gives them a chance to make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance. Augmented reality</p> <p>Digital Literacy and Citizenship Screen Out the Mean (Cyberbullying) Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>My Online Community Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p>Showing Respect Online Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p>	<p>Reminder of e-safety key messages.</p> <p>We are bug fixers Algorithms -Understanding the term algorithm -Write and algorithm in a flow chart -Understand and use repetition within algorithms</p> <p>Programming using iPad apps In this unit the children will be developing their programming skills using a variety of iPad apps with increasing complexity.</p> <p>Programming Scratch Maze Games In this unit the children will be introduced to Scratch's block-based coding language. They will build adventure maze games and design their own levels, characters and objects to collect. -Understanding the term algorithm -Write and algorithm in a flow chart -Understand and use repetition within algorithms -Write and test programs. -Understand that programs are executed by following a sequence of instructions. -Use logical reasoning to predict the behaviour of simple programs. -Design and write programs that accomplish specific goals.</p> <p>Digital Literacy and Citizenship Follow the Digital Trail Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.</p>

Year 3 Physical Education		
Autumn Term	Spring Term	Summer Term
<p>Gymnastics. Basic shapes, jumps, rolls. Body control.</p>	<p>Dance Perform dances using a range of movement patterns. Introduction of ball skills.</p>	<p>Ball skills: Using various different sizes of balls and different strategies. Throw, catch, footwork.</p> <p>Short tennis: Familiarisation of racket, grip and balance Emphasis on basic stroke play.</p>

Year 3 Games		
Autumn Term	Spring Term	Summer Term
<p>General fitness.</p> <p>Boys. Rugby. Introduce the game of rugby through tag.</p> <p>Girls. To half term, netball. Understanding of basic principles: ball familiarisation. After half term, hockey. Understanding of basic passing techniques, rules of the game through play.</p>	<p>Cross-country, long distance, interval training, steps work.</p> <p>Boys. To half term, football. Ball familiarization, simple passing, shooting and dribbling skills. Identification of space and control through small sided games. After half term, hockey. Understanding of basic passing techniques, rules of the game through play.</p> <p>Boys and Girls. Athletics. Looking at the basics of the run, jump and throw.</p> <p>Girls. Netball. Sending and receiving, maintaining possession. Hockey. Understanding of basic passing techniques, shooting, dribbling, rules of the game through play. After half term, football. Ball familiarisation, learn through play.</p>	<p>Boys and Girls. Athletics. Introduction to different running events. Work on jumping and throwing events.</p> <p>Boys. Cricket: Concentration on basic ball skills using tennis or wind ball, through Kwik cricket.</p> <p>Girls. Rounders. Using a soft ball, introduction to the rudiments of the game.</p>

Year 3 Swimming		
Autumn Term	Spring Term	Summer Term
<p>Stroke development of front crawl, backstroke and breaststroke. Introduction of ASA Water Skills.</p>	<p>Stroke development of front crawl, backstroke and breaststroke. Introduction of shallow dives. Development of ASA Water Skills.</p>	<p>A continuation of: Water skills and stroke development Shallow diving Introduction of Personal Survival Skills.</p>

Year 3 Art						
Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Portraits	Weather and Seasons	Animals	Flower studies	Roman Art	Seascapes
Painting	Great artist study: Picasso. Self-portrait	Winter blown trees Painting fireworks	Great artist study: Paul Klee	Great artist study: Hundertwasser	Roman shields	Lighthouses Printmaking seaside objects
Drawing	Traditional portraits Silouhette of me Great artist study: Paul Klee	Christmas card and calendar	Owl sketching	Observational drawings of flowers	Roman portraits	
Sculpture		Salt dough decorations	Clay hedgehogs		Roman pots	
Textiles	Self-portrait photo weaving Stained glass window portraits	Great artist study: Wassily Kandinsky		Sunflowers mixed media	Roman mosaics	Seaside collage
Art Appreciation	Leonardo da Vinci			Van Gogh		