

Dawpool C.E. (Aided) Primary School Year 3 Curriculum

Wisdom, Knowledge and Skills

DAWPOOL



The Abundant Life that Jesus offers



Dawpool Church of England (Aided) Primary School A Curriculum for Christ-Likeness											
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.											
Reading	Person of Jesus (Our Christian Values) Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'			Love of Jesus (Our HeartSmart Actions) Matthew 22:36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'			Work of Jesus (Our Learning Values) Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord, 'Plans to prosper you and not to harm you, plans to give you hope and a future.'			Religious Education	
Writing										Art	
Spelling & Grammar	GROWING THE FRUIT OF THE SPIRIT			GROWING THE FRUIT OF THE SPIRIT			GROWING THE FRUIT OF THE SPIRIT			Design & Technology	
Speaking	Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum	Computing & E-safety
Maths	Campaign for a charity	Attend a residential visit	Participate in extra-curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of worship of a different faith	Participate in a musical concert	Perform in a musical concert	Visit an art gallery	Music
Science	History			Geography			Physical Education			Modern Foreign Languages	
History	Geography			Physical Education			Modern Foreign Languages			Early Years Curriculum	

Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

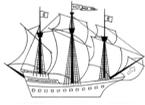
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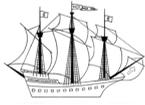
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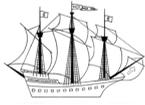


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The Dawpool 'Curriculum for Christ-Likeness'

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										Modern Foreign Languages
										Early Years Curriculum

Vision Statement

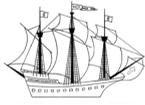
'The Dawpool community are united in their ambition to create a school which **embodies the person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where **all children** may **experience the abundant life that Jesus offers**.'

The Dawpool curriculum is designed to:

1. Embody the 'Person, Love and Work' of Jesus Christ.
2. Enable 'Christian Values to Flourish'.
3. Ensure that all pupils experience the 'Abundant Life that Jesus offers.'

These three overarching objectives relate directly to the core principles of our vision statement.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



The **Person, Love and Work of Jesus** are three golden threads that run through the heart of our curriculum

<p>Person of Jesus (Our Christian Values) Galatians 5:22-23 <i>'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control'</i></p>	<p>Love of Jesus (Our HeartSmart Actions) Matthew 22: 36:40 <i>'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'</i></p>	<p>Work of Jesus (Our Learning Values) Jeremiah 29:11 <i>'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'</i></p>
<p>GROWING THE FRUIT OF THE SPIRIT</p>		
<p>At Dawpool, we aim to embody the person of Jesus Christ by growing the Fruit of the Spirit.</p>	<p>At Dawpool, we aim to we embody the love of Jesus Christ by teaching pupils to be HeartSmart.</p>	<p>At Dawpool we aim to embody the work of Jesus Christ by teaching pupils core learning values.</p>

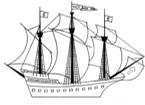
We know that all of these values were demonstrated by Jesus in his life. They are also rooted in pedagogy, such as Guy Claxton's **'Building Learning Powers'** and Rosenshine's **'Principles of Instruction.'**

In our curriculum planning we have taken each individual value - whether it be a **Fruit of the Spirit**, a **HeartSmart action** or a **Learning Value** - and directly referenced each one to the example of Jesus by providing a definition of the value, linking it to scripture and providing specific examples of how Jesus demonstrated it – see [The Curriculum for Christ-Likeness](#). By teaching the children how to emulate these values we enable **Christian values to flourish** through our curriculum.

Dawpool's focus on developing Christian and learning values through the curriculum encourages children to stretch themselves **spiritually, morally, intellectually, imaginatively and actively**. The impact of Dawpool's Curriculum for Christ-Likeness is that pupils are curious, confident and resilient learners who develop a sense of character and enjoy their learning. The Dawpool Curriculum places emphasis on **character development** and **wider flourishing**, recognising that these are fundamental to any **sustained academic success**.

The image below provides an overview of what the **Person, Love and Work of Jesus** looks like at a classroom level. Whether it be a Science lesson or a History lesson, there are familiar **characteristics of effective learning**:

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)

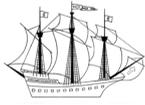


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<p>A strong focus on all of our Christian Values, with specific emphasis on:</p> <ul style="list-style-type: none"> • Loving God, loving and accepting ourselves and loving and responding well to others • A joy of learning • A peaceful classroom environment • Kindness and generosity towards others • Gentle interactions • Patience and understanding • Excellent behaviour and positive attitudes 	<p>A strong focus on all of our Heart Smart actions, with specific emphasis on:</p> <ul style="list-style-type: none"> • Positive relationships • High levels of praise • Love and care for others • Learning from mistakes • Fostering a growth mindset & perseverance • Equal opportunity for all pupils • Nurturing positive self-esteem 	<p>A strong focus on all of our Learning Values, with specific emphasis on:</p> <p>Making Links</p> <ul style="list-style-type: none"> • Presenting new material using small steps • Providing models • Providing scaffolds for difficult tasks <p>Questioning</p> <ul style="list-style-type: none"> • Asking questions • Checking for understanding <p>Revising</p> <ul style="list-style-type: none"> • Daily, weekly and monthly reviews <p>Interdependence</p> <ul style="list-style-type: none"> • Guiding pupil practice • Obtaining a high success rate • Supporting independent practice

Jesus' greatest commandment (Matthew 22:36-40) is central to the life of Dawpool: Loving God, loving and accepting ourselves and loving and responding well to others.

The next part of our curriculum is to ensure that all pupils experience the **'Abundant Life that Jesus Offers'**. This is defined as enabling **all children** to experience the **full curriculum** – it's not narrowed for any child. We aim to nurture children's **God-given talents** and provide for their **intellectual, emotional, personal, social, spiritual and physical development**.

We provide a **subject-specific curriculum** in which we have mapped out the **knowledge and skills** that we want children to learn at each stage (See the **'Wisdom, Knowledge and Skills'** documents for each year group and the subject specific documents).



The Subject Specific Curriculum

Reading	Writing	Spelling & Grammar	Speaking	Maths	Science	History	Geography
Religious Education	Art	Design & Technology	Computing & E-safety	Music	Physical Education	Modern Foreign Languages	Early Years Curriculum

For each subject, we have carefully established the expectations for timetabling, planning, marking and assessment to ensure that the curriculum is delivered fully to all pupils – see the **Curriculum Implementation Handbook**.

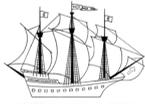
Where possible, subjects are delivered through topics which are designed for maximum engagement and ensure all pupils benefit from a **rich, broad, balanced** curriculum presented in an **interesting, exciting and imaginative** manner with lots of opportunities for **first-hand experience, practical work, investigation and learning through play**. The curriculum is enriched with **visits, visitors**, and extensive use of our **unique environment**.

Our **‘local curriculum’** provides for an informal programme of **enrichment and extra-curricular activities** which is made up of those activities that we feel all children should experience at least once during their time in school, but in reality, there is likely to be several opportunities for each child. Such activities include: completing a young leaders award, learning a musical instrument, mentoring a younger pupil and leading an Act of Worship.

The Local Curriculum

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)



Therefore, Dawpool's full curriculum incorporates the **Person, Love and Work of Jesus** as three **golden threads** running through the curriculum with **Jesus' greatest commandment** at its heart. It includes our **subject-specific curriculum** and our **local curriculum of enrichment and extra-curricular activities**.

Year 3 Curriculum Topics

Where appropriate, the vocabulary, knowledge and skills for Year 3 are delivered through the following broad topics:

	Autumn	Spring	Summer
Y3	Egyptians	Europe	The Stone Age

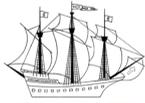
Year 3 Enrichment

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

Year 3 Reading Spine

English Curriculum	Reading for Pleasure	No Outsiders
Leon and the Place Between	<u>Archaic</u> : The Velveteen Rabbit	This is Our House We're All Wonders
Tin Forest	<u>Non-Linear</u> : The Firework Maker's Daughter, Philip Pullman.	Beegu
Pugs of the Frozen North		The Truth About Old People
Hot Like Fire (Poetry)		

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Charlotte's Web Ug: Boy Genius of the Stone Age	<u>Complexity of the Narrator:</u> The World According to Humphrey, Betty G Bimey. <u>Complexity of Plot/Symbol:</u> Revolting Rhymes, Roald Dahl <u>Resistant Text:</u> Cloud Busting, Malorie Blackman.	The Hueys in the New Jumper Planet Omar: Accidental Trouble Magnet
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A Year 3 Reader at Dawpool

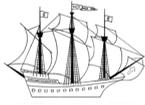
Word Reading

- I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can describe some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on the details I have read.
- I can draw inferences, such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.

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- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Greater Depth in Reading

- I can skim materials and note down different views and arguments.
- I pause appropriately in response to punctuation and/or meaning.
- I can justify predictions by referring to the story.
- I am beginning to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language.
- I can read ahead to determine direction and meaning in a story.
- I can investigate what is known about the historical setting and events and their importance to the story.
- I can work out from the evidence in the text what characters are like.
- I can explore figurative language (simile, metaphor etc.) and the way it conveys meaning effectively.
- I can identify the way a writer sets out to persuade.
- I can explore the relationship between a poet and the subject of a poem.
-

A Year 3 Writer at Dawpool

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words which are in a family correctly.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

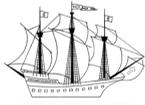
- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.



Year 3/4 Statutory Spelling List

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Vocabulary, Grammar and Punctuation

Word

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can form **nouns** using a range of **prefixes** [for example *super-*, *anti-*, *auto-*]
- I understand the use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]
- I know **word families** based on common **words**, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

Sentence

- I can express time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]

Text

- I can use paragraphs as a way to group related material
- I can use headings and sub-headings to aid presentation
- I can use the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

Punctuation

- I can use inverted commas to **punctuate** direct speech.

Terminology

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

Greater Depth in Writing

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.
- I give careful thought to the planning of writing and re-read it as a matter of course.
- I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.
- I use words that have not been used before when describing events, characters and feelings.
- I can use powerful verbs to show character or add impact.
- I can vary sentences, adding phrases to make the meaning more precise.
- I can include descriptions of events and characters in a variety of styles and can sometimes use humour.
- I can describe characters and include feelings and emotions where needed.
- I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports.
- I can check punctuation and use speech marks and apostrophes accurately.

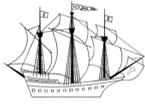
A Year 3 Speaker at Dawpool

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

Greater Depth in Speaking

- I can speak with good diction so that those at the rear of the audience can hear clearly what I am saying.
- I can talk about my personal feelings in relation to the way a story starts and ends.
- I can ensure that my persuasive talk provokes a strong response.
- I can listen to others responsively in discussion and link ideas clearly to what others have said, even when my point of view is different.

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- I can make use of what is learnt from a discussion, presentation or broadcast
- I can ensure the language and structure I use when giving instructions are appropriate for the task.
- I can give instructions with clear diction, so that everything can be heard and understood.
- I can adapt instructions to suit different audiences, for example, for adults or younger children.
- I am happy to attempt different roles/responsibilities according to what is needed.
- I am happy to look at a different viewpoint to influence my feelings about a character or situation

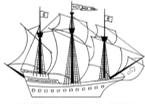
A Year 3 Mathematician at Dawpool

Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

Calculations

- I can add and subtract mentally, including:
 - A 3-digit number and ones
 - A 3-digit number and tens
 - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.



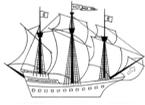
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions, decimals and percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.

Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.



Geometry – properties of shapes

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three quarter turn.
- I can identify whether angles are greater than or less than a right angle.
- Statistics
- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

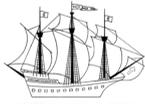
Greater Depth in Mathematics

- I can recognise the value of each digit in a 4-digit number and the value of a tenth.
- I know all multiplication facts up to 10 x 10 and can instantaneously answer questions such as, how many 7s in 42?
- I can add and subtract numbers with any number of digits using formal written methods.
- I am beginning to have an understanding about negative numbers recognising they are smaller than zero.
- I can multiply and divide any 2-digit number by a single digit number and have an understanding of 'remainder'.
- I can find fractional values (from $\frac{1}{2}$ to $\frac{1}{10}$) of amounts up to 1000.
- I can use my knowledge of number to solve problems related to money, time and measures.
- I know that the total internal angles of a triangle measure 180° and can measure each angle
- I can use my knowledge of time to help me solve problems related to timetables.
- I can measure, compare, add and subtract when solving more complex problems using common metric measures set out in Kg,gms; Kl,litres; Km and metres, etc.

A Year 3 Scientist at Dawpool

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Biology

Plants

- I can describe the function of different parts of flowering plants and trees.
- I can explore and describe the needs of different plants for survival.
- I can explore and describe how water is transported within plants.
- I can describe the plant life cycle, especially the importance of flowers.

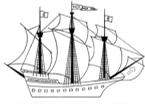
Animals, including humans

- I can explain the importance of a nutritious, balanced diet.
- I can explain how nutrients, water and oxygen are transported within animals and humans.
- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

Chemistry

Rocks

- I can compare and group rocks based on their appearance and physical properties, giving a reason.
- I can describe how fossils are formed.
- I can describe how soil is made.
- I can describe and explain the difference between sedimentary and igneous rock.



Physics

Light

- I can describe what dark is (the absence of light).
- I can explain that light is needed in order to see.
- I can explain that light is reflected from a surface.
- I can explain and demonstrate how a shadow is formed.
- I can explore shadow size and explain.
- I can explain the danger of direct sunlight and describe how to keep protected.

Forces and magnets

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.
- I can explore and explain how objects attract and repel in relation to objects and other magnets.
- I can predict whether objects will be magnetic and carry out an enquiry to test this out.
- I can describe how magnets work.
- I can predict whether magnets will attract or repel and give a reason.

Greater Depth in Science

- I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables.
- I can use my findings to draw a simple conclusion.
- I can explain how the muscular and skeletal systems work together to create movement.
- I classify living things and non-living things by a number of characteristics that I have thought of.
- I can explain how some living things depend on one another to survive.
- I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- I am beginning to relate the properties of rocks with their uses
- I can investigate the strengths of different magnets and find fair ways to compare them.
- I can explain why lights need to be brighter or dimmer according to need.
- I can explain why a shadow changes when the light source is moved closer or further from the object.



Year 3 Scientific Vocabulary

Dark	Dull	Bright	Opaque
Translucent	Transparent	Block	Absence of light
Bounce	Mirror	Reflection	Light source
Sunset	Sunrise	Position	Magnet
Attract	Repel	North and south poles	Magnetic
Magnetic field	Nutrition	Diet	Vitamins
Minerals	Fats	Proteins	Carbohydrates
Skeleton	Protect	Support	Aid movement
Trees	Wild flowering plants	Garden plants	Roots
Branch	Trunk	Stalk	Leaf
Flower	Petal	Seeds	Bulbs
Twigs	Stamen	Carpel	Pollination
Fertilisation	Germination	Hard/soft	Permeable/impermeable
Heat	Pressure	Erosion	Transportation
Deposition	Melt	Solidify	Layers
Crystals	Grain	Pebbles	Plates
Mountains	Valleys	Volcanoes	

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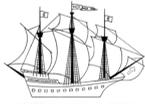
A Year 3 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<u>Ancient Egypt</u> <u>In depth study</u>
<ul style="list-style-type: none">● I know where Egypt is located and when Ancient Egypt took place.● I know why people chose to live by the River Nile and the importance of farming.● I know what life was like in Ancient Egypt and how it differs to modern life.● I know what clothes Ancient Egyptian people wore and understand the difference between rich and poor clothing and men and women's clothing.● I know why mummification was used and understand the process of mummification.● I know who Tutankhamun was, who discovered him and understand the importance of the discovery.
<u>Europe</u>
<ul style="list-style-type: none">● I know the countries which make up Europe and their capital cities.● I know rivers and mountains in Europe and understand the journey of a river.● I know the arguments for and against leaving the European Union.● I know a famous European composer and can recognise their work.● I know about different climate zones and know about the weather in different European countries.● I know about art from different European cultures and can identify the techniques used.
<u>The Stone Age</u>
<ul style="list-style-type: none">● I know when the Stone Age took place and understand what life was like during the Stone Age.● I know how humans in the Stone Age collected their food, what they would eat and the meaning of hunter gatherers.● I know what life was like for people living in the Stone Age including what they ate, where they lived and what their houses were like.● I know the tools which Stone Age people used, what they were used for and how they were developed.● I know the type of homes Stone Age people lived in depending on the time period and what they were made of.● I know the instruments which Stone Age people played, what they were made of and the difference between instruments then and today.

- I can explain where the first civilizations were located.
- I can describe key features of ancient civilizations.
- I can recognise the achievements of ancient civilisations.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I can describe hunter gatherers and early farmers, for example Skara Brae
- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use my mathematical knowledge to work out how long ago events happened.
- I can use research skills to find answers to specific historical questions about Ancient Egypt. (Internet, books, museum trips)
- I can research in order to find similarities and differences between two or more periods of history.
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).

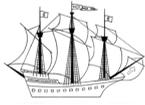
Year 3 Historical Vocabulary

Pyramid	Canopic jars	Mummification	After life
Howard Carter	Shaduf	Tutankhamun	Hieroglyphs
Pharaoh	River Nile	Irrigation	Gods and goddesses
Amulets	Egypt	Tribe	Neolithic
Mesolithic	Neanderthal	Sabre-toothed	Hand-axe
Skara Brae	Palaeolithic	Isolation	Community
BC	AD	Cartouche	Scribe
Rosetta Stone	Mammoths	Seasons	Sacrifice
Tribe	Roundhouse	Hillforts	Settlements
Homo Sapiens	Site	Artefact	Era/Period
Winter Solstice	Summer Solstice	Hunter-gatherer	Nomadic people
Excavation	Sarcophagus		

A Year 3 Geographer at Dawpool

All topics must begin with location knowledge:

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Lower KS2 – The countries of Europe (including Russia)

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts etc

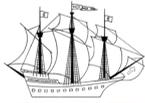
<u>Ancient Egypt: River Nile & The River System</u>
<ul style="list-style-type: none"> ● I know and understand the course of a river. ● I know and understand how to label a river. ● I know the names of famous rivers and I am able to locate them.
<u>European Study</u> A study of Europe and a region of a European country
<ul style="list-style-type: none"> ● I know different cities in Europe and can talk in depth about a specific region of a European country. ● I know specific facts about a region of a European country including human and physical features, food, sports, notable people and landmarks.

- I can explain why people are attracted to live by rivers.
- I can explain why many cities are situated on or close to rivers.
- I can explain the course of a river.
- I can name and locate many of the world’s most famous rivers in an atlas.
- I can use the correct geographical words to describe a place.
- I can use some basic Ordnance Survey map symbols.
- I can use grid references on a map.
- I can use an atlas by using the index to find places.
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.
- I know the countries that make up the European Union.
- I can describe key physical and human characteristics of different countries and cities in Europe.
- I know about different rivers and mountains in Europe.

Year 3 Geographical Vocabulary

European Union	Brexit	Citizenship	Continent
Climate zones	Landscape	Government	Mountain ranges

‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)



Population	Upper Course	Middle Course	Lower Course
Precipitation	Oxbow lake	Farming	Irrigation
Water source	Grid reference	Map symbols	Culture
Flag	Country	Capital city	Language
Landmark	Richard Strauss	Currency	Silt
Crops	Papyrus plant		

A Year 3 Theologian at Dawpool

Called by God

- I know that the Prophets were called by God to give his message to the people.
- I know that the Prophets were telling the people to turn back to God to mend their relationship with him.
- I know that the message of the prophets is part of God's big salvation plan.
- I know that people are called by God today and can describe how they respond and the impact on their lives.
- I can talk in detail about Bible stories discussed, ask important questions about religion and beliefs, interpret the stories and identify Christian beliefs.
- I can describe aspects of the daily life of a Rabbi and the daily life of an Imam.
- I can identify similarities and differences between the roles of faith leaders.
- I can use developing religious vocabulary to show understanding of Christian beliefs.
- I can describe the impact of responding to God's call on a person's life and what they think God would be asking prophets to speak out against today.

Christmas

- I know that Jesus is called Emmanuel and that means God with us.
- I know that Christians believe Jesus is God's son.
- I know that Christians believe the presence of God changes lives.
- I can describe the ways in which Christians believe that their actions show Jesus' presence in the world.
- I can ask good questions and make links between my experience and the experience of others.

Jesus

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I know that Christians believe Jesus has/had the power to change people's lives.
- I know that choosing to follow Jesus is not necessarily an easy way of life.
- I know that people's lives today can be transformed by becoming a Christian and choosing a different way of life.
- I can talk about my experiences of change.
- I can talk about the ways in which Jesus changed/changes people's lives including retelling a story of when he did this.

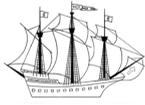
Easter

- I know that the events of Holy Week reveal what Jesus came to earth to do.
- I know that the events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness.
- I know the different ways in which the church remembers and marks the events of Holy Week.
- I can retell the stories of Palm Sunday, Holy Week and Easter and ask good questions about them.
- I can make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.
- I can use religious vocabulary to make links between people's values and behaviour and ask important questions about these.
- I can use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.
- I can describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.

Rules for Living

- I know that world faiths have rules to follow that have been established a long time ago.
- I know Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai and that the commandments are the foundation of Christian and Jewish societies.
- I know Christians try to live out the commandments given by God and Jesus.
- I know the 5 pillars are the foundation of the Muslim way of life, they set the Muslim rules for living and that Muslims follow rules set out in the Qur'an.
- I know that Muslims have 99 names for God that show his characteristics.
- I know that Sikhs wear the 5 Ks as a sign of their commitment to God and that they follow rules set out in the Guru Granth Sahib.
- I know that Buddhists do not believe that there is a God who has given rules and that Buddhists try to follow the teachings of the Buddha.

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



- I know that some people choose not to follow any specific set of religious rules.
- I can talk about the rules and laws that I try to follow in my own life and identify symbols and objects in my life that reflect my commitments.
- I can talk about the story of Moses and the impact of the ten commandments.
- I can talk about the 5 pillars of Islam and identify the impact that the 5 pillars of Islam have on a Muslim way of life.
- I can identify the Sikh 5 Ks and identify the activities of the Sikh Langar.
- I can give examples of behaviour and actions that show a person is following religious rules.
- I can describe ways in which Christians live out Jesus' command to love one another.
- I can make links between beliefs and behaviour and talk, with understanding, about rules followed by people of faith.
- I can identify humanist values.
- I understand the effects of rules and ask good questions about religious rules, express my own ideas about rules, and identify something that is common in all religious rules (e.g. charitable giving.)

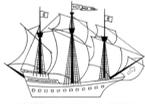
Harvest

- I know there is a connection between Christian beliefs and their actions.
- I know that the Bible records people harvesting and gives instruction that people should give their first and their finest grain.
- I can talk about different ways people celebrate the harvest and describe and recognise the similarities between different religious harvest festivals.
- I can describe the key features of the Jewish festival of Sukkot and the Hindu festival of Pongal.
- I can express my opinion about why communities celebrate harvest.

Year 3 Theological Vocabulary

Prophet	God	Old Testament	ministry
ordination	Emmanuel	Incarnation	Jesus
Mother Teresa	disciple	Zacchaeus	Palm Sunday
Temple	Last Supper,	Gethsemane	Good Friday

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Crucified	Easter Sunday	Resurrection	Rules
Laws	Moses	Commandment	Mount Sinai
Covenant	Old and New Testament	Islam	Muslim
Allah	Fasting	Charity	Ramadan
Eid	Sikh	Langar	Buddhist
Humanist	Harvest Festival	thankfulness	Sukkot
Sukkah	Pongal		

A Year 3 Artist at Dawpool

William Morris
<ul style="list-style-type: none"> ● I know who William Morris was and understand about his life and work. ● I know what the Arts and Crafts movement was, why it was important and understand the impact which it had. ● I know what still life drawing is and the skills needed to produce a still life picture. ● I know what printmaking is, how it would have been done in the 19th century and can design my own printing block. ● I know how to create my own printed pattern using my knowledge and understanding of William Morris and the Arts and Crafts movement.
Georges Seurat
<ul style="list-style-type: none"> ● I know who Georges Seurat was and how his style differed to the styles of others. ● I know what is meant by Pointillism and can recognise artwork produced by Seurat. ● I know the importance of the science of colour and can understand Seurat's theories of colour mixing. ● I know about the importance of shading and how dots can be used to create areas of light and dark like in Seurat's work. ● I know about another famous artist who joined in on the Pointillism movement.

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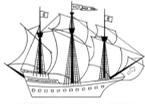
Vincent Van Gogh
<ul style="list-style-type: none"> · I will use lines to create depth and texture. · I will use colours and lines to create shade and tint. · I will learn how to revisit and develop ideas. · I will use lines to create movement. · I will develop my sketching techniques. · I will use lines and colour to create portraits in the style of Van Gogh.

- I can show facial expressions in my art.
- I can use sketches to produce a final piece of art.
- I can use different grades of pencil to shade and to show different tones and textures.
- I can create a background using a wash.
- I can use a range of brushes to create different effects in painting.
- I can identify the techniques used by different artists.
- I can use digital images and combine with other media in my art.
- I can use IT to create art which includes my own work and that of others.
- I can compare the work of different artists.
- I recognise when art is from different cultures.
- I recognise when art is from different historical periods.

Year 3 Art Vocabulary

Georges Seurat	Pointillism	Complimentary colours	Colour wheel
Sketch	William Morris	Art and crafts movement	Still life drawings
Pencil grip	Background wash	Printing block	Patterns
Rotation	Symmetry	Reflection	Stencil
Sequence			

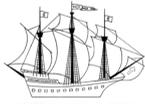
'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



A Year 3 Designer at Dawpool

<u>Sandwich Snacks</u>
<ul style="list-style-type: none">● I know that food can be divided into different groups and that sandwiches can form part of a healthy diet.● I know the difference between flavours and textures.● I know how to plan and design a sandwich for a particular purpose.● I know how to create a healthy sandwich. <p>I know how to evaluate a finished product.</p>
<u>Moving Monsters</u>
<ul style="list-style-type: none">● I know how air is used to make objects such as whistles work and how it is used in the design of a product.● I know how pneumatics systems can be used in terms of moving parts on monsters.● I know how to design a moving monster and the features that are needed.● I know how to follow a plan to make a moving monster. <p>I know how to reflect on the design process and evaluate work.</p>
<u>Light up signs</u>
<ul style="list-style-type: none">● I can investigate and analyse illuminated signs.● I can explain how and why we use light up signs.● I understand how LEDs may be used instead of traditional incandescent bulbs in series circuits.● I can develop ideas for a decorative illuminated sign.● I can consider ways in which electrical components can be hidden inside products to make them more attractive.● I can select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign.● I can draw and make an electrical circuit with one or more lights and fit it in a decorative illuminated sign.● I know how to design code to control light up signs.

- I can prove that my design meets some set criteria.
- I can follow a step-by-step plan, choosing the right equipment and materials.
- I can design a product and make sure that it looks attractive.
- I can choose a textile for both its suitability and its appearance.
- I can select the most appropriate tools and techniques for a given task.
- I can work accurately to measure, make cuts and make holes.
- I can describe how food ingredients come together.



Year 3 Design Vocabulary

Tools	Evaluate	Design	Materials
Method	Measure	Attractive	Textile
Healthy diet	Flavour	Texture	Taste
Mechanism	Pneumatics		

A Year 3 Computer User at Dawpool

Algorithms and programming

- I can design a sequence of instructions, including directional instructions.
- I can write programs that accomplish specific goals.
- I can work with various forms of input.
- I can work with various forms of output.

Information technology

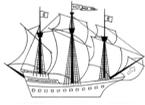
- I can use a range of software for similar purposes.
- I can collect information.
- I can design and create content.
- I can present information.
- I can search for information on the web in different ways.
- I can manipulate and improve digital images.

Digital literacy

- I use technology respectfully and responsibly.
- I know different ways I can get help if I am concerned.
- I understand what computer networks do and how they provide multiple services.
- I can discern where it is best to use technology and where it adds little or no value.

A Year 3 Safe Computer User at Dawpool

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Knowledge and understanding

- I understand the need for rules to keep me safe when exchanging learning and ideas online.
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- I use strategies to verify information, e.g. cross-checking.
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- I understand that copyright exists on most digital images, video and recorded music.
- I understand the need to keep personal information and passwords private.
- I understand that if I make personal information available online it may be seen and used by others.
- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- I know how to report an incident of cyber bullying.
- I know the difference between online communication tools used in school and those used at home.
- I understand the need to develop an alias for some public online use.
- I understand that the outcome of internet searches at home may be different than at school.

Skills

- I follow the school's safer internet rules.
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can explain and demonstrate how to use email safely.

Year 3 Computing Vocabulary

Cyber bullying	Password	Digital footprint	Search engine
Username	Action	Algorithm	Bug

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Code block	Code design	Command	Output
Input	Repeat	Variable	Selection
Copy and paste	Columns	Cells	Rows
Equals tool	Spreadsheet	Delete key	Move cell tool
Top row keys	Bottom row keys	Home row keys	Space bar
Email	Communication	CC	Compose
Save to draft	Attachment	Data	Database
Simulation	Graph	Bar chart	Animation
Audio	Slide	Slideshow	Text box
Transition	Text formatting	Font	

A Year 3 Musician at Dawpool

- I can sing a tune with expression.
- I can use different elements in my composition.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to describe what I like and do not like about a piece of music.
- I can recognise different styles of music.
- I can improve my work; explaining how it has been improved.

Year 3 Music Vocabulary

Structure	Intro/introduction	Verse	Chorus
Improvise	Compose	Pulse	Rhythm
Pitch	Tempo	Dynamics	Bass
Drums	Guitar	Keyboard	Synthesizer
Hook	Melody	Texture	Structure
Backing vocals	Percussion	Civil rights	Racism

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Equality			
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A Year 3 International Speaker at Dawpool

Spoken language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.

Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.

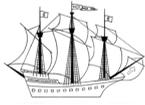
Year 3 French Vocabulary (Topic Headings)

Greetings and name	Family	Numbers 0-12	Age
Farmer in his den	Numbers 11-20	Playground games	Look at me
Happy Birthday	Come to my party	Party games	Body parts
Monsters	My monster	Colours	

A Year 3 Sports Person at Dawpool

Games

- I can throw and catch with control.



- I am aware of space and use it to support team-mates and to cause problems for the opposition.
- I know and use rules fairly.

Gymnastics

- I can adapt sequences to suit different types of apparatus and criteria.
- I can explain how strength and suppleness affect performance.
- I can compare and contrast gymnastic sequences.

Dance

- I can improvise freely and translate ideas from a stimulus into movement.
- I can share and create phrases with a partner and small group.
- I can repeat, remember and perform phrases.

Athletics

- I can run at fast, medium and slow speeds; changing speed and direction.
- I can take part in a relay, remembering when to run and what to do.

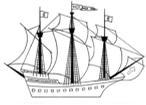
Outdoor and adventurous

- I can follow a map in a familiar context.
- I can use clues to follow a route.
- I can follow a route safely.

Year 3 PE Vocabulary

Space	Repetition	Action and reaction	Pattern
Dance style	Technique	Keep possession	Scoring goals
Keeping score	Making space	Pass/send/receive	Travel with a ball
Make use of space	Points/goals	Rules	Tactics
Batting	Fielding	Defending	Hitting
Relay	Direction	Route	Stretch
Push	Pull	Crawl	Slowly

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Year 3 Curriculum: Educating for Wisdom, Knowledge and Skills

Tall	High	Low	Roll
Jump	Land	Balance	Copy
Forwards	Performance	Strength	

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