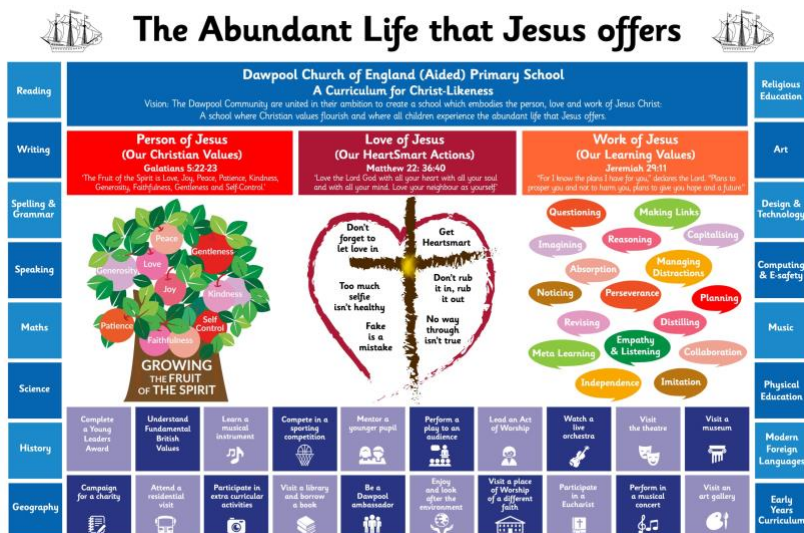




DAWPOOL

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

Wisdom, Knowledge and Skills



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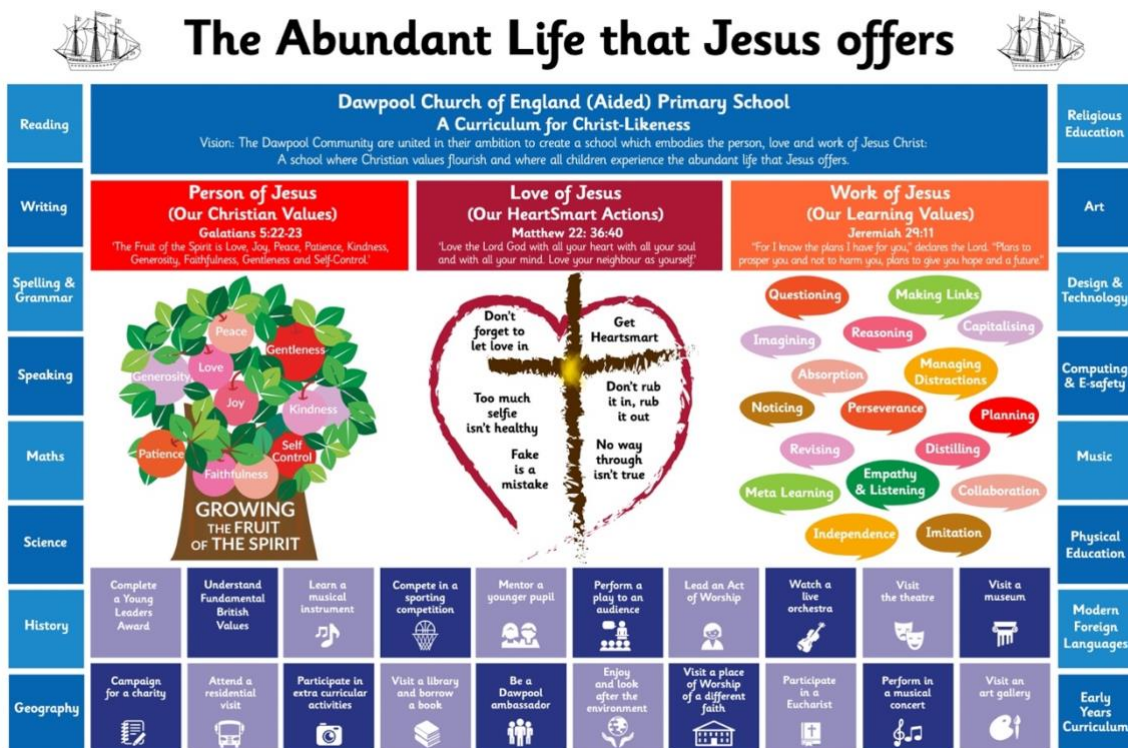
'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



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The Dawpool 'Curriculum for Christ-Likeness'



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

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."
At Dawpool, we aim to embody the person of Jesus Christ by growing the Fruit of the Spirit .	At Dawpool, we aim to we embody the love of Jesus Christ by teaching pupils to be HeartSmart .	At Dawpool we aim to embody the work of Jesus Christ by teaching pupils core learning values .

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)



<p>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.'</p>	<p>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'</p>	<p>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'</p>
<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

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**.

'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)

**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**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 The Truth About Old People
Pugs of the Frozen North		
Hot Like Fire (Poetry)	<u>Complexity of the Narrator</u> : The World According to Humphrey, Betty G Bimey.	The Hueys in the New Jumper Planet Omar: Accidental Trouble Magnet

'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)



	<u>Complexity of Plot/Symbol:</u> Revolting Rhymes, Roald Dahl <u>Resistant Text:</u> Cloud Busting, Malorie Blackman.	
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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.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

'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)



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.

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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	

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Vocabulary, Grammar and Punctuation

Word

- 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')

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Greater Depth in Writing

- 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.

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- 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.
- 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.

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- 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.

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- 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 10×10 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.
- 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.

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- 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.

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- I can describe key features of ancient civilizations.
- I can recognise the achievements of ancient civilisations.
- 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		

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A Year 3 Geographer at Dawpool

All topics must begin with location knowledge:

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
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

- Good News:

I can describe in detail two examples where the gospels encourage Christians to live as good news today.

- God:

I can describe what some Christians believe about God. I can make a link between my own ideas about God and those of others. I can suggest some meanings in Christian symbols about God. I can use a metaphor to describe God.

- Christian Community:

I can describe characteristics of 3 different Christian communities. I can talk about their differences and similarities and what it means to belong there.

- Incarnation:

I can compare and contrast the detail in the different stories about Jesus' birth found in the Bible. I can suggest at least two reasons which explain why there are different birth narratives.

- Kingdom of God:

I can describe what people can learn about the Kingdom of God from both the parables studied. I can explore some questions people ask about the Kingdom of God and compare my answers with others.

- Forgiveness:

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I can explain the part Judas and Peter played in betraying Jesus. I can suggest why it was important for Jesus to forgive. I can describe what Christians might learn from their behaviour.

- Salvation:

I can explain how Jesus rescued people. I can explain how the healing stories might be important to Christians.

- Resurrection:

I can explain all the main details of the story. I can explain by referring to the Bible text at least 2/3 ways it may have changed Mary.

- Discipleship:

I can explain what might be important in the Bible for Christians to follow.

- Holy Spirit:

I can describe three examples where the Holy Spirit is expressed in symbolic form in art. I can describe some ideas about who the Holy Spirit is and what the Holy Spirit does.

- Creation:

I can suggest at least 3 ways Christians look after the wider world. I can suggest 4 reasons why Fair Trade and World Vision do the work they do.

- World Religion: Islam

What do Muslims say God is like? Why is Muhammad important to Muslims?

Year 3 Theological Vocabulary

Eucharist	Communion	Mass	Anglican
Baptist	Methodist	Last Supper	Sacrifice
Remembrance	Creation	Justice	Injustice
Poverty	Wealth	Rules	Commandments
Trust	Forgiveness	Judas	Betrayal
Loyalty	Gethsemane	Jerusalem	Trinity
Holy Spirit	Jesus	God the Father	Symbol
Creator	Sustainer	Spirit	'Three in One'

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Tax Collector	Parable	Godhead	Trefoil and triangle
Icon	Celtic cross	Advent	Nativity stories
Kingdom of God	Kingdom of Heaven	Resurrection	Tomb
Mary	Last Supper	Maundy Thursday	Good Friday
Sacrifice	Salvation	Repentance	Rescue
Islam	Allah	Muhammad	Prophets
Pillars of Islam	Fast	Mosque	Mecca
Ramadan	Qur'an	Crescent	

A Year 3 Artist at Dawpool

<u>William Morris</u>
<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.
<u>Georges Seurat</u>
<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.

- I can show facial expressions in my art.

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- 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			

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. I know how to evaluate a finished product.
<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.

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- I know how to follow a plan to make a moving monster.
- I know how to reflect on the design process and evaluate work.

Light up signs

- I understand how LEDs may be used instead of traditional incandescent bulbs in series circuits.
- I can consider ways in which electrical components can be hidden inside products to make them more attractive.
- I can draw and make an electrical circuit with one or more lights and fit it in a decorative illuminated sign.
- I can explain how and why we use light up signs.
- 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.

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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

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.

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- 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
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
Equality			

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.

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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.

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- 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
Tall	High	Low	Roll
Jump	Land	Balance	Copy
Forwards	Performance	Strength	