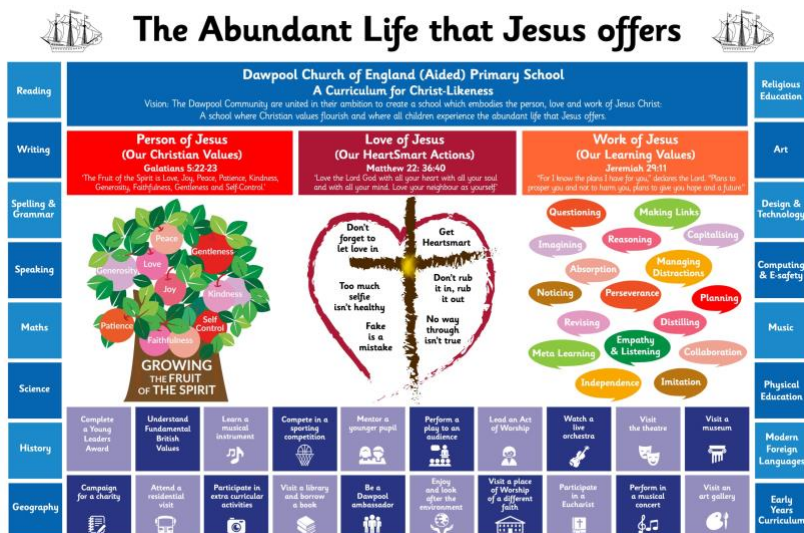




Dawpool C.E. (Aided) Primary School Year 3 Curriculum

DAWPOOL

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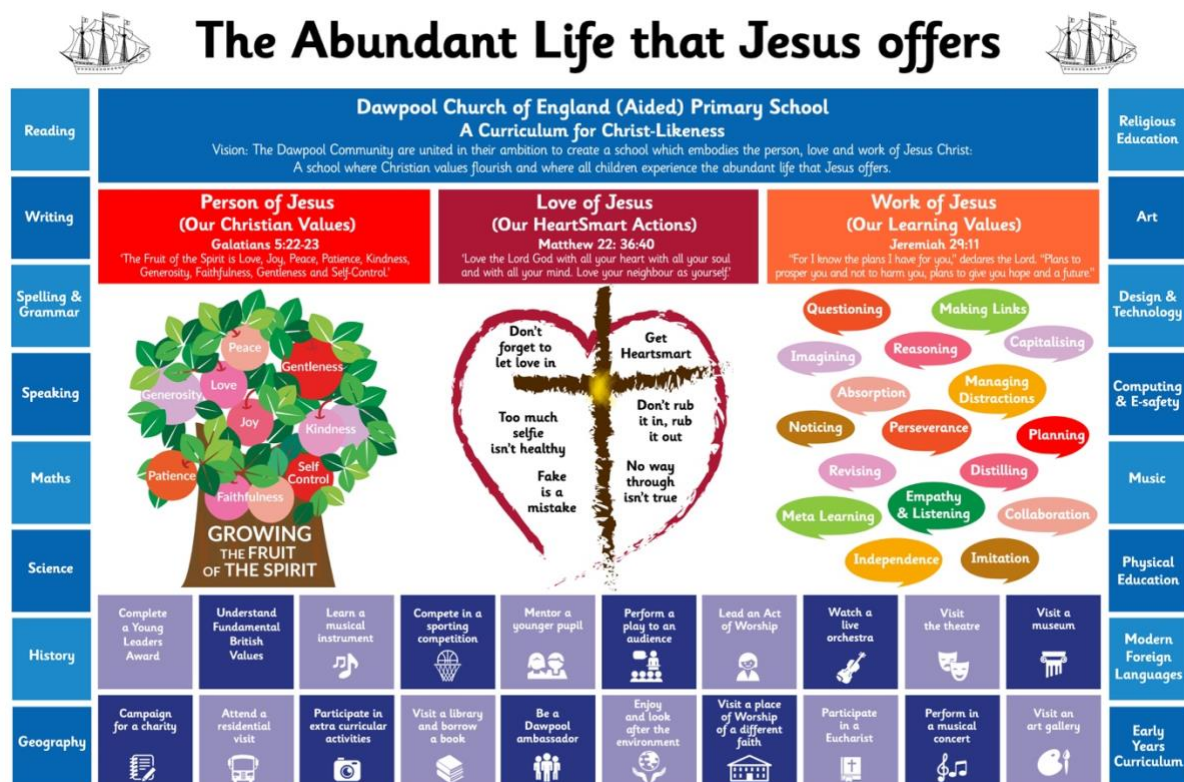
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'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



The Dawpool 'Curriculum for Christ-Likeness'



Dawpool Curriculum Overview



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.									

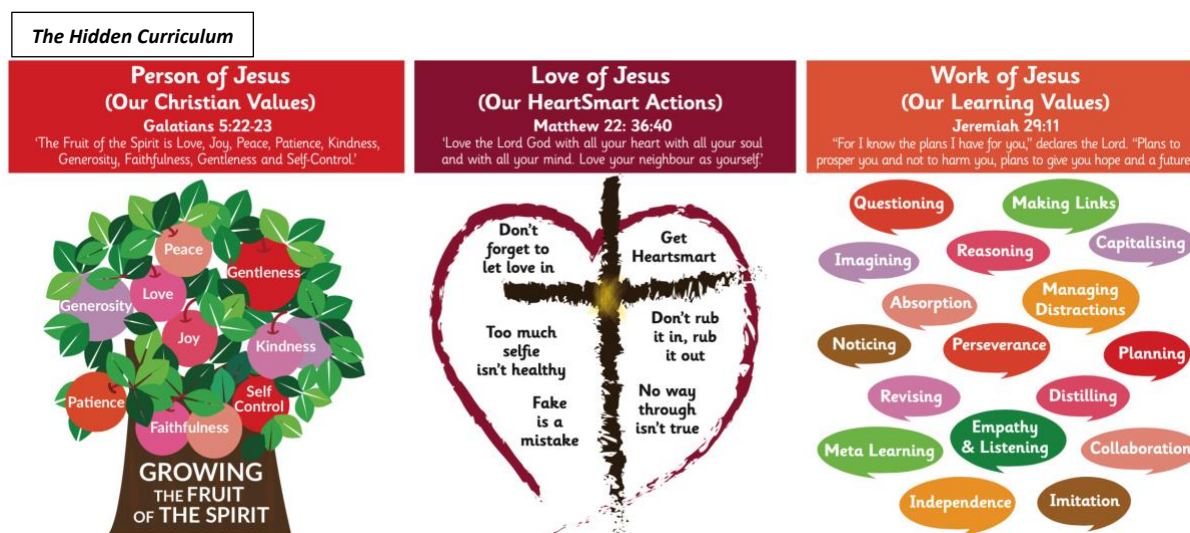
At Dawpool, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of its pupils which are central to the 'abundant life that Jesus offers'. It includes not only the subject-specific curriculum, but also the 'informal' programme of enrichment and extra-curricular activities (i.e. the local curriculum).

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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

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task.



Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every morning. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum (See the document '**A Curriculum for Christ-Likeness**'). The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

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The children follow the National Curriculum subjects according to their appropriate level and Key Stage (See the '**Wisdom, Knowledge & Skills**' documents and the '**Subject Intent**' documents, e.g. *A Dawpool Reader*).

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

Where possible, subjects will be 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 (See the document '**Curriculum Implementation Handbook**').

Year 3 Curriculum Topics

The Vocabulary, Knowledge and Skills for Year 3 are delivered through the following topics:

	Autumn	Spring	Summer
Y3	Egyptians	Europe	The Stone Age



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.

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.

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- 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.

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.

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- 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.



- 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.

A Year 3 Historian at Dawpool

- 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.
- I can describe hunter gatherers and early farmers, for example Skara Brae
- I can explain how our locality has changed over time.
- 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.
- 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).

A Year 3 Geographer at Dawpool

- 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.

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- I know about different rivers and mountains in Europe, including natural disasters such as volcanic eruptions and earthquakes.

A Year 3 Artist at Dawpool

- 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.

A Year 3 Designer at Dawpool

- 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 make a product which uses both electrical and mechanical components.
- I can work accurately to measure, make cuts and make holes.
- I can describe how food ingredients come together.

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

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.

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.

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.

'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 read a passage independently.

Writing

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

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

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