



Thornhill Primary School

Year 3

Programme of Study



Below is an **outline** of the curriculum to be taught over the course of Year 3.

English			
	Autumn Term	Spring Term	Summer Term
Writing	Play scripts Biography Instructions Character description Adding a scene Poetry Stories – Alternative endings Myths & legends Class Text: The Twits Handwriting: Hand strength exercises Revision of correct pencil grip / Correct seating position Revision of letter formation Joins – horizontal / diagonal	Writing a letter Non-chronological reports Writing a journal / diary Descriptive writing Newspaper report Fables / Sagas Parables Narrative Poetry Class Text: The Lion, The Witch & The Wardrobe Handwriting: Continued practice of unfamiliar joins Link handwriting to Collins Grammar and Punctuation	Editing Writing Proofreading Story- writing Different types of Poems Fairy Tales Class Text: Ironman Handwriting: Focus on speed and accuracy of writing
Grammar & Punctuation	Adjectives, Adverbs, Verbs, Nouns Single and Plural Articles Accuracy of sentences Tense Prepositions Different types of sentences Punctuation - . , ! ? Conjunctions	Inverted commas Clauses / Subordinate clauses Fronted adverbials and comma Present perfect tense Prepositions linked to time / Adverbs of time Conjunctions Singular / Possessive apostrophe	All grammar
Spelling	High Frequency Words u sound spelt ou i sound spelt y	k spelt ch	Homophones Word list – Year 3/ 4

	<p>Adding suffixes beginning with vowel to words of more than one syllable</p> <p>Prefixes</p>	<p>Words ending g sound spelt gue / k sound spelt que</p> <p>s sound spelt sc</p> <p>a sound spelt ei, eigh, ey</p> <p>Suffixes</p>	
Comprehension	<p>Getting the main idea from text</p> <p>Retrieving information</p>	<p>Inference</p> <p>Deduction</p>	<p>Inference and deduction</p> <p>Summarising paragraphs</p>
Reading	<p>Revisit of letters and sounds where applicable</p> <p>Guided and independent reading</p> <p>Class Text: The Twits Sims & Schofield</p>	<p>Poetry – Read and Recite</p> <p>Guided and independent reading</p> <p>Class Text: The Lion, The Witch & The Wardrobe Sims & Schofield</p>	<p>Play scripts</p> <p>Guided and independent reading</p> <p>Class Text: Ironman Sims & Schofield</p>
Speaking & Listening	<p>Talk and listen confidently in different contexts</p> <p>Class assembly</p>	<p>Show how to listen carefully by relevant comments and questions</p> <p>Class assembly</p>	<p>To use correct standard English when speaking</p> <p>Class assembly</p>

Maths			
	Autumn Term	Spring Term	Summer Term
Number	<p>Number bonds to 20, 50 and 100</p> <p>Partitioning / Place Value</p> <p>Four operations – addition / subtraction</p> <p>Times tables revisit x2, x5, x10 learn 3x</p> <p>Fractions</p> <p>Problem Solving</p>	<p>Four operations – multiplication / division</p> <p>Application of number to real life problems</p> <p>Times tables x3 , x4</p> <p>Fractions</p> <p>Problem Solving</p>	<p>Four operations – consolidation</p> <p>Fractions</p> <p>Times tables review all. Learn, x8</p> <p>Problem solving</p>
Measurement, Geometry & Statistics	<p>Measurement</p> <p>Problem solving / Application</p>	<p>Measurement</p> <p>Problem solving / Application</p>	<p>Geometry</p> <p>Statistics</p> <p>Problem solving / Application</p>

Science			
	Autumn Term	Spring Term	Summer Term
Scientific Enquiry & Investigation	Testing properties of rocks, waterproof / hardness / durability.	Investigate the strength of magnets.	Plant growth / Capabilities of Human body.
Knowledge & Understanding	<p>Rocks / Light Knowledge</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that light is needed in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces.</p> <p>Skills</p> <p>Ask some relevant questions about the world around them and use different types of scientific enquiries to answer them. Gather and record data to help answer questions.</p>	<p>Forces & Magnets Animals including Humans Knowledge</p> <p>Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat.</p> <p>Skills</p> <p>Set up simple practical enquiries and begin to recognise when a fair test is necessary. Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p>	<p>Plants – Lifecycle / Flowering Plants Knowledge</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Skills</p> <p>Draw simple conclusions from findings and begin to make predictions about new values.</p>

Computing		
Autumn Term	Spring Term	Summer Term
<p>Computer Science Rapid Router/ALEX Digital Literacy Passwords I.T Word</p> <p>Knowledge To understand what passwords are used for, why it is important to keep them safe and what constitutes a good password. To be able to programme simple steps and debug a sequence to achieve a goal.</p> <p>Skills To create and use a simple password. Inputs sets of instructions according to programming language and environment</p>	<p>Computer Science Scratch/Rapid Router Digital Literacy Privacy Settings I.T PowerPoint/Digital Video</p> <p>Knowledge Be able to use a block program to make a simple programme using sequencing and timing. Independently be able to debug basic mistake.</p> <p>Skills To be able to create a programming sequence to complete a given task, using repetition and being able to annotate sequences to justify actions.</p>	<p>Computer Science Probots Digital Literacy Search Engines I.T Handling Information</p> <p>Knowledge To use the probots to create a range of 2D shapes and link to other aspects of mathematics. To safely use search engines and know which websites are useful.</p> <p>Skills Use a Search engine to find information given key words. Know which websites are useful and be able to log in and out of websites used at school.</p>

History		
Autumn Term	Spring Term	Summer Term
<p>Pre-historic – Dinosaurs Knowledge Identify the three different dinosaur periods. To look at a variety of dinosaurs, their features and habitats.</p> <p>Skills Use timelines to place studied events in order. Use a range of source material to collate information about the past – Science link to rocks and fossils.</p> <p>Ancient Egypt Knowledge To study about what life was like in Ancient Egypt, focusing on their Gods, rituals and artefacts found. Understand the importance of the River Nile (Geography link to rivers) to the Ancient Egyptians.</p> <p>Skills Use evidence from sources to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor in Ancient Egypt</p>	<p>The Romans Knowledge Julius Caesar's attempted invasion in 55-54BC and the Roman Empire by AD42 and the power of its army.</p> <p>Skills Can explain a cause/ consequence, change or the importance of a person, event or place e.g. why did Julius Caesar attempt to invade? Present findings about past using speaking, written narratives, ICT and drawing skills- written narrative about Roman invasion.</p> <p>Vikings Knowledge To focus on the raids and invasions throughout the Viking era. To study Viking longboats, weapons and tools which impacted on their success.</p> <p>Skills Understand that knowledge about the past is constructed from a variety of sources.</p>	<p>Tudors Knowledge To focus on the Monarchs of the Tudor era. Looking at the succession of each and the key events which took place during the period.</p> <p>Skills Use key dates and terms in context. Ask and answer questions about the past, considering aspects of continuity, change, cause, consequence, similarity, difference and significance.</p> <p>Railways Knowledge Local History Link looking into Timothy Hackworth. To find out about the significant impact that he had on the railways and the North East.</p> <p>Skills Make comparisons between sources e.g. compare photographs of trains and explore the changes.</p>

Geography		
Autumn Term	Spring Term	Summer Term
<p>Revise Knowledge Continents/Oceans/UK regions/UK cities/Shildon.</p> <p>Skills Use maps and atlases to find the locations already learnt.</p> <p>Major Rivers and Mountains Knowledge Identify major rivers and mountains around the world.</p> <p>Skills Use a physical map of the UK to locate the main rivers and mountains of the UK.</p>	<p>Antarctica and Russia Knowledge Locating Russia and its key places Locating Antarctica.</p> <p>To look at the geographical similarities/differences through study of human and physical geography of UK with Antarctica and Russia.</p> <p>Skills To compare the physical and human features of Antarctica with the UK. Focus on climate, animal species and habitats and landscape. To compare and the physical and human features of Russia/area of Russia to the UK/area of the UK. Focus on climate (inc climate zones), wildlife and landscape.</p>	<p>Extreme Weather Knowledge To study different climate Zones. To investigate different types of extreme weather and how this can affect both rural and urban areas.</p> <p>Skills (Fieldwork = measure and record weather with digital techology). Use photographs to identify the effects of extreme weather in urban and rural areas.</p> <p>Local Fieldwork Knowledge Sketch maps and plans- labelling the human and physical features of the local area. Questionnaires – local shopping, habits, people, etc.</p> <p>Skills To use an 8 point compass and use 2 figure grid references. Compare and contrast photos and maps of the local area.</p>

Art		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Painting</p> <p style="text-align: center;">Knowledge</p> <p>To lighten/ darken tones using black and white. To mix and match colours. Form colours from direct observations of objects. Possible link to Rocks unit in Science.</p> <p style="text-align: center;">Skills</p> <p>Form colours working from direct observations of objects such as leaves, flowers and create more abstract paintings by experimenting with scale or unexpected colour palettes (e.g. blues for leaves)</p> <p style="text-align: center;">Sculpture</p> <p style="text-align: center;">Knowledge</p> <p>To use clay to create Ancient Egyptian Artefacts.</p> <p style="text-align: center;">Skills</p> <p>Develop confidence when working with clay through observations of objects as starting points and creating forms by cutting out clay and using tools to add texture and detail. Use of magnifying glass to observe details on focus objects could be interesting. Add colour to pieces once dried.</p>	<p style="text-align: center;">Textiles and Collage</p> <p style="text-align: center;">Knowledge</p> <p>Investigate tie dye patterns and to use these when producing a t-shirt design.</p> <p style="text-align: center;">Skills</p> <p>Investigate tie dyeing effects onto cotton calico sheeting (small pieces). Ranging dyes can be used such as Brusho, batik dye or fabric dye. Tie dyed images from around the world can be used as starting point. Other equipment needed includes; string, bucket, stones, tongs, rubber gloves, clothes line) Tie dyed pieces can then be stitched upon once dried.</p> <p style="text-align: center;">Mark Making (drawing)</p> <p style="text-align: center;">Knowledge</p> <p>Sketch – crosshatch, light dark tones. Timed sketches and Caricatures linked to current topics (possibly Viking character).</p> <p style="text-align: center;">Skills</p> <p>From real life drawings to cartoon images. Drawing using a variety of tools and surfaces (oil pastels, chalks, pen and ink using paint brushes)</p>	<p style="text-align: center;">Printing</p> <p style="text-align: center;">Knowledge</p> <p>Polystyrene printing and roller and dink printing. Blending two colours.</p> <p style="text-align: center;">Skills</p> <p>Poly printing (use of polystyrene) using ballpoint pens, pencil point markings. Take prints from other objects using roller and ink (leaves, fabrics, corrugated card...) to show texture, trying out different coloured backgrounds. (Andy Warhol)</p>

Design & Technology		
Autumn Term	Spring Term	Summer Term
<p>Technic Lego: Dinosaur kit building</p> <p>Knowledge Understand how pneumatics systems create movement.</p> <p>Skills Assemble, join and combine materials with some accuracy.</p> <p>Fruity Muffins</p> <p>Knowledge Begin to understand and apply the principles of a healthy and varied diet.</p> <p>Skills Use appropriate equipment to measure and weigh ingredients using grams. Follow a simple recipe with guidance.</p>	<p>Kites Sled Kite Design (Graphic Image) and Manufacture</p> <p>Knowledge Follow procedures for safety.</p> <p>Skills Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Viking Ships</p> <p>Knowledge With growing confidence generate ideas for an item considering its purpose and the user/s.</p> <p>Skills Apply a range of finishing techniques including those from art and design.</p>	<p>Tudor House</p> <p>Knowledge Know that materials have functional and aesthetic qualities.</p> <p>Skills Cut out different shapes and patterns using a template. Marking out and accurately cutting.</p> <p>Build a weather station</p> <p>Knowledge Understand how pneumatics systems create movement.</p> <p>Skills Draw out and be able to use accurate dimensions for manufacture.</p>

Religious Education		
Autumn Term	Spring Term	Summer Term
<p>Christianity</p> <p>Knowledge</p> <p>Recap of Y2 learning; developing their understanding in their belief of God, the importance of the bible and the festival of harvest. The pupils will then move onto looking at Advent and the symbolic objects associated with this.</p> <p>Skills</p> <p>Explaining and interpreting how belief in God will affect Christians e.g. prayer to God, belief in life after death, meaning of life.</p>	<p>Islam</p> <p>Knowledge</p> <p>Beliefs about the Qur'an as the final revelation of God, how it was revealed to Muhammad, passages from the Qur'an, its use by Muslims today.</p> <p>Skills</p> <p>Being able to explain how their beliefs affects their daily lives.</p> <p>Judaism</p> <p>Knowledge</p> <p>Knowledge of their believe in one God, the story of Moses.</p> <p>Skills</p> <p>Discussing and understanding of beliefs and practice associated with daily prayer including significance of kippah, tallit.</p>	<p>Hinduism</p> <p>Knowledge</p> <p>Belief in one God represented in many forms and images e.g. Ganesh as God of wisdom and remover of obstacles. Stories from Hindu scriptures associated with Divali, Raksha Bandhan.</p> <p>Skills</p> <p>Exploring of how belief and respect for all living things (ahimsa) has impact on behaviour and actions e.g. vegetarianism/food laws, non-violence.</p>

French		
Autumn Term	Spring Term	Summer Term
<p>Introductions</p> <p>Knowledge</p> <p>Classroom Routines Numbers, Months, Days, Name, Age, Greetings, etc.</p> <p>Christmas</p> <p>Knowledge</p> <p>Christmas in France and traditions involved.</p> <p>Skills</p> <p>Say and/or repeat a few words and short simple phrases – e.g. naming classroom objects. Know how to pronounce some single letter sounds. Begin to recognise written vocabulary/ single words.</p>	<p>General</p> <p>Knowledge</p> <ul style="list-style-type: none"> • Birthdays • Colours • Pencil case/bag • Gender of nouns • Agreements • Adjectives <p>Skills</p> <p>Imitate correct pronunciation with some success. Start to understand the concept of gender (un and une). Recognise written vocabulary/ single words.</p>	<p>Easter</p> <p>Knowledge</p> <p>Easter in France.</p> <p>My Life</p> <p>Knowledge</p> <p>The Weather Things you do in different weather scenarios Song Weather forecast</p> <p>Skills</p> <p>Begin to recognise written phrases. Attempt to write taught vocabulary (single words) from memory.</p>

Music		
Autumn Term	Spring Term	Summer Term
<p>Recorder / Singing Skills</p> <p>Keep a steady pulse on the recorder in a group and individually without musical accompaniment; understand 2/4, 3/4 and 4/4 time. Sing and perform complicated rhythmic games using drum sticks, using a variety of musical styles.</p>	<p>Recorder / Singing Skills</p> <p>On the recorder, perform more extended rhythms using crotchets, quavers, minims and their rests. Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard.</p>	<p>Recorder/ Singing Skills</p> <p>Perform from and compose using 3+ pitched notes (B, A, G, C, D) and simple rhythms (crotchets, quavers, minims and rests). Perform melodies on recorders using 3 to 5 pitches and increasingly complex rhythms.</p>

PE		
Autumn Term	Spring Term	Summer Term
<p>Swimming</p> <p>Sport Specific Skills</p> <p>Tag Rugby</p> <p>Netball/Football</p> <p>Dodgeball</p> <p>Knowledge</p> <p>Know how to use tactics in small sided games by working together as a team.</p> <p>Skills</p> <p>Share their own ideas and listen to others when working with a team and deciding upon tactics to use. Show good sportsmanship.</p>	<p>Swimming</p> <p>Basketball</p> <p>Gymnastics</p> <p>Dance</p> <p>Football/Netball</p> <p>Knowledge</p> <p>Knoweldge of how to plan, perform and evaluate dance.</p> <p>Skills</p> <p>Show improving movement using actions, space, relationships, dynamics and be introduced to choreographic devices. Begin to comment on their own work and that of others by noting strengths and areas to improve.</p>	<p>Swimming</p> <p>Athletics</p> <p>Cricket</p> <p>Tennis</p> <p>Outdoor Adventure Activities</p> <p>Knowledge</p> <p>Begin to understand pace and how to use it in races.</p> <p>Skills</p> <p>Begin to throw using different styles. Become more successful at aiming throws. Begin to identify strengths and weaknesses in own team/opposition.</p>

Personal development		
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">SEAL (cycle 1) New beginnings</p> <p>Personal awareness (cycle 2) Keeping safe- drugs, smoking, road safety, stranger danger</p> <p style="text-align: center;">Autumn 2</p> <p>SEAL (cycle 1) Getting on and falling out</p> <p>Personal awareness (cycle 2) Anti-bullying</p>	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">SEAL (cycle 1) Going for goals</p> <p>Personal awareness (cycle 2) Caring for the environment</p> <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">SEAL (cycle 1) Good to me</p> <p>Personal awareness (cycle 2) Charity</p>	<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">SEAL (cycle 1) Relationships</p> <p>Personal awareness (cycle 2) Financial education</p> <p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">SEAL (cycle 1) Changes</p> <p>Personal awareness (cycle 2) My healthy body, diet, exercise, emotional wellbeing</p>