

Romsey Abbey Primary School Year 3 Curriculum

Year 3	Can words change the world?		Why should I shout it from the mountain tops?		What do you want me to do about it?	
Visit	Hillier’s Arboretum whole School – Science focus Growth: Decay game, Seed dispersal, Tree dynamics, Light meters, Photosynthesis game, Parts of a flower, Leaf slides, Pond dipping Hillier’s Trench History Stone Age to Iron Age Lantern Parade Visitor to bring in technology of working with metals (silver most likely or Farrier – Kathleen Beaman)		Orienteering at Testwood Lakes parental transport Spring 1 – Tuesday 6 th February Internet Safety Day		Fishbourne Roman Villa	
English Focus Texts	The Dark by Lemony Snicket Stone Age Boy by Satoshi Kitamuri (explanation text outcome) Geroge’s Marvellous Medicine and Revolting Rhymes by Roal Dahl (narrative outcome) Winter’s Child by Angela McAllister (outcome – letter)		Grandpa Chatterji by Jamila Gavin use alongside, Usbourne “Stories from India” during guided reading (diary outcome) Up! Film (explanation outcome) Under Sea, Under Earth and A rock is lively by (advert outcome) Jack and the Baked Bean Stalk by Colin Stimpson (playscript outcome)		The Great Kapok Tree by Lynn Cherry (narrative outcome) The Waterhorse by Dick King-Smith (recount outcome) It Starts With a Seed Laura Knowles / Jennie Webber (poetry outcome) Escape from Pompeii Christina Balit (romans non-chronological report outcome)	
Drama and Performance			Jack and the Beanstalk			
Maths	We follow the Hampshire Maths Planning Model. See separate document for information.					
	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

PSHE		Anti-Bullying Week (running from Monday 12th November until Friday 16th November). The theme for this year is 'Choose Respect',				
Habit of Mind	Curiosity	Empathy and Reflection	Resilience	Self-Management	Collaboration	Creativity
RE UC units	Concept: Creation Context: What do Christians learn from the Creation story?	Concept Incarnation Context: What is the Trinity?	Concept Remembering Context Festival of Holi	Concept Salvation Context: Why do Christians call the day Jesus died Good Friday?	Concept People of God Context: What is it like to follow God?	Concept Symbol Context Trees
Assessment Focus			Evaluate and Explain Evaluate the importance of remembering by describing how Hindus value the celebrations and devotions paid to Vishnu	Evaluate and Apply Explain links between the Gospels and how Christians today mark and celebrate the Easter events	Contextualise Explain how the symbol of a tree is used in Christianity	Explain and Apply Make links between the story of Noah and how we live today (in school and wider world)
Science Longitudinal Study	<p>How does removing the ivy affect the feeding relationships in the woodland?</p> <ol style="list-style-type: none"> 1. Identify all organisms in the woodland 2. What are the feeding relationships between the organisms? 3. Make predictions 					

	<p>4. Test ideas</p> <p>5. Rope off the ivy area and control it</p>		
<p>Science Learning Objectives</p> <p>HIAS Key Ideas in bold. NC Objectives in italics.</p> <p>Check: Safety in Science (Staffroom Science resources) for hazard cards for risk assessments.</p> <p>Additional Guidance on Key Ideas</p>	<p>ANIMALS INCLUDING HUMANS</p> <p>I can 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>Many animals have skeletons to support their bodies and protect vital organs. Muscles are connected to bones and move them when they contract. Movable joints connect bones.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>LIGHT</p> <p>There must be light for us to see. Without light, it is dark.</p> <p>I can recognise that we need light in order to see things and that dark is the absence of light.</p> <p>We need light to see things, even shiny things.</p> <p>Transparent materials let light through them and opaque materials don't let light through.</p> <p>Beams of light bounce off some materials (reflection).</p>	<p>ROCKS</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>I can recognise that soils are made from rocks and organic matter.</p> <p>FORCES AND MAGNETS</p> <p>I can compare how things move on different surfaces.</p> <p>Magnets exert attractive and repulsive forces on each other.</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Magnets exert attractive forces on some materials.</p> <p>Magnets exert non-contact forces, which work through some materials.</p> <p>Magnetic forces are affected by:</p> <ul style="list-style-type: none"> - Magnet strength - Object mass - Distance from object - Object material <p>I can observe how magnets attract or</p>	<p>PLANTS</p> <p>Plants make their own food in their leaves to provide them with energy, grow, repair and reproduce.</p> <p>Leaves absorb sunlight and carbon dioxide.</p> <p>Plants have roots to provide support and to draw moisture from the soil, through stems to take water to the rest of the plant.</p> <p>The plant makes its own food from water and carbon dioxide, using sunlight as energy, in the green parts of plants (mainly leaves)</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>I can 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>I can investigate the way in which water is transported within plants.</p> <p>Flowering plants have evolved specific parts to carry out pollination, fertilisation and seed growth.</p> <p>Seed dispersal improves chances of enough seeds germinating and growing to</p>

document in /teachers	<p>Shiny materials reflect light beams better than non-shiny materials.</p> <p>I can notice that light is reflected from surfaces.</p> <p>Light comes from a source.</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p>repel each other and attract some materials and not others.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>mature.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
History	Stone Age to Iron Age Britain		The Roman Empire and its impact on Britain (Hampshire Services enquiry pack)
Learning Objectives	I know about changes in Britain from the Stone Age to the Iron Age.		
Geography	Study how human Geography has changed over time (link to history topic)	Antarctica Mountains, Earthquakes and Volcanoes	Study how human Geography has changed over time (link to history topic)
Learning Objectives	<p>Ask, research and explain the following questions: Why did the stone age civilization and the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements.</p>	<p>Human and physical geography</p> <p>I can describe and understand key aspects of: mountains/ volcanoes and earthquakes</p> <p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a</p>	<p>Locational knowledge</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and understand how some of these aspects have changed over time.</p> <p>Ask, research and explain the following questions: Why did the Romans choose to</p>

		<p>volcano erupts. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. Discuss how volcanoes affect human life e.g. settlements and spatial variation.</p> <p>Whilst studying Antarctica, use photographic evidence to raise questions about the climate and living conditions there. Make assumptions based on images/videos/Google Earth searches about life there and the animals which may survive in those conditions. Make comparisons between this biome and others, discussing with classmates the similarities as well as the differences. Select items required to survive in Antarctic conditions. Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet. Linked to Science, study photographs of Antarctic animals and reflect on how the animals are adapted to the conditions. Design interesting and relevant studies that may be carried out in Antarctica.</p>	<p>settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements. Human and physical geography I can describe and understand key aspects of physical geography, including: biomes and vegetation belts</p> <p>Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes.</p>
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Compare life in Antarctica with life in the UK. Chn present their views in a variety of ways (diary, report etc) on what they think life in Antarctica is like. Read real accounts and compare.

Locational knowledge

I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. Critically study photographs – do they think these were taken close to the Equator or further away.

Identify the different hemispheres on a map.

Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.

Locate and label different

		<p>countries/continents in the Northern and Southern hemisphere.</p> <p>Use maps to identify longitude and latitude.</p>	
Art and Design	Skills to be taught (2-3 lessons) linked to stone age artefacts – Line, Shape and Form and Form	Japanese Art Hokusai Mountains painting Skills to be taught (2-3 lessons) possible links to text drivers.	Skills to be taught (2-3 lessons) possible links to text drivers. Mosaic design in cross stitch on plastic binca. Roman art in different forms, clay tile etc
Learning Objectives	<p>Line, Shape and Form</p> <p>Look closely during observational drawing.</p> <p>Appreciate that tones can provide depth in drawings.</p> <p>Draw using a range of media.</p> <p>Use viewing frames to focus on detail.</p> <p>Know that things further away in a composition are smaller.</p> <p>Form</p> <p>To be able to curl, scrunch, shape, tear and cut.</p> <p>Opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others.</p>	<p>Colour</p> <p>Learn about the simple colour wheel and be able to mix simple colours (pink, orange, purple, green, brown).</p> <p>Learn to apply paints with control and using correct equipment.</p> <p>Think about the composition of their work.</p> <p>Opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others.</p>	<p>Pattern</p> <p>Use simple cross stitch on plastic binca to create a pattern.</p> <p>Weave a simple loom with wool.</p> <p>Know what warp and weft are.</p> <p>Line, Form</p> <p>Understand that a sculpture can be created by the removal of material as well as adding material (reclaimed materials, paper and textiles).</p> <p>Pattern</p> <p>Produce a simple print block using card, string and other materials.</p> <p>Opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why. Provide opportunities for children to comment on their own work and that of others.</p>
Design and Technology	Design an illuminated item to get rid of "The Dark," by Lemony Snicket.		

<p>Learning Objectives</p>	<p>Generate ideas and recognise that designs have to meet a range of different needs. Make realistic plans to achieve aims. Think ahead about the order of work; choose appropriate tools, equipment, materials, components and techniques. Clarify ideas using labelled sketches and models to communicate details of the design. Select the most appropriate tools and techniques to make the product. Come up with solutions to problems as they happen. Make a product that uses both electrical and mechanical components. The product is finished well. Use appropriate mouldable materials suitable for the product. Shape the product carefully using appropriate techniques and tools. Apply texture or design to the product. Reflect on work in relation to intended use and identify improvements needed. Carry out appropriate tests first. Recognise quality depends on how something is made and if it meets its intended use. Evaluate products and suggest improvements. Describe the qualities of materials and say</p>		
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	<p>why it will be the most suitable choice.</p> <p>Join materials to make products using both permanent and temporary fixings.</p> <p>Combine materials to add strength and visual appeal.</p> <p>Apply mechanisms to create movement.</p> <p>Combine a number of components well in my product.</p> <p>Use simple circuits to illuminate.</p> <p>Learn how mechanisms can be used to make things move in different ways, using a range of equipment including ICT control programmes.</p>		
Music	<p>Aural and Rhythm games</p> <p>Harvest</p> <p>Christmas Carol Service</p> <p>Singing</p> <p>Learn unison whole class Harvest recorder piece to perform at the Harvest festival service – B,A,G - using crotchets, minims, and semibreves</p> <p>Looking at the earliest forms of instruments played by humans and the materials available for those instruments</p> <p>Class percussion composition inspired by the stone age – improvisation – layering of sounds – structure</p> <p>Listen to Saint Saen's Fossils from Carnival of the Animals and learn about Saint Saen</p> <p>Christmas Songs</p> <p>Choral Poetry</p> <p>Performance Opportunity</p>	<p>Aural and Rhythm Games</p> <p>Jack and the beanstalk Musical Production</p> <p>Aural and rhythm games</p> <p>Performance opportunity – Jack and the beanstalk evening performance to families and friends.</p> <p>Learn the 8 songs for the musical and put the drama together.</p>	<p>Aural and Rhythm Games</p> <p>Composing a 'Mountain Music' percussion piece using a graphic score</p> <p>Singing – The Mountain Song – relate to crotchets, minims, quavers, and semibreves</p> <p>Volcano Rock – use of dynamics and characterisation when singing</p> <p>Writing Music – Musical Maths – crotchets, minims, dotted minims and semibreves, treble clef, bass clef – writing simple rhythms in 4 time</p> <p>Listen to In the Hall of the Mountain King by Grieg – look at the orchestra and how Grieg uses the different instruments, tempi, dynamics and articulation to illustrate the story. Understand about Grieg's life in Norway</p> <p>Create a class dance to illustrate the music</p>

	Harvest Christmas Carol Service			Looking at Roman Musical Instruments and thinking about the instruments that we have today that are similar			
Learning Objectives	<p>Play and perform in a both a recorder ensemble and singing for Harvest and Christmas - playing with increasing accuracy, fluency, control and expression. Understand articulation – playing staccato and legato.</p> <p>Understand the difference between unison and singing in harmony.</p> <p>Use dynamics, use the correct musical terms when talking about dynamics.</p> <p>Read simple rhythmic patterns using, crotchets, minims, quavers, dotted minims and semibreves.</p> <p>Read B, A, G, on the musical stave.</p> <p>Play B, A, G, on the recorder.</p> <p>Listen to simple musical patterns of 1, 2 and 3 different pitched notes and aurally recall them on the recorder increasing aural memory.</p> <p>Listen with concentration and understanding to Saint-Saens’ Carnival of the Animals - Fossils and learn about a great composer – Saint Saen</p> <p>Developing an understanding of how early humans created music</p> <p>Improvise and compose a class piece of music based on the stone age</p>		<p>Play and perform in solo and ensemble context, using voices and instruments musically, with increasing accuracy, fluency, control and expression.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>		<p>Sing and perform the Mountain song and Volcano Rock increasing accuracy, fluency, control and expression, being aware of different levels of dynamics.</p> <p>Compose a short piece of music using a graphic score</p> <p>Appreciate high quality music when watching and listening to an orchestra performing Hall of the Mountain King and learn about a great composer - Grieg</p> <p>Using musical notation, treble clef and bass clef to do musical maths and write musical rhythms in 4 time.</p> <p>Developing an understanding of how instruments developed throughout history</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>		
Computing		Information Technology – Presentation – Could you Survive	Information Technology – Using iPad art package to draw Hokusai	Digital Literacy – link to Healthy Me - Jigsaw	Digital Literacy – link to Relationships - Jigsaw	Computer Science – Animate a plant dissection in Scratch.	

		the Stone Age?	artwork.	Piece 4	Piece 3	
Learning Objectives		Use search technologies effectively Collect information Design and create content Present information	Use a variety of software to accomplish given goals		Use technology responsibly Identify a range of ways to report concerns about contact	Write programs that accomplish specific goals Use sequence in programs Work with various forms of input Work with various forms of output
PE	Gymnastics Athletics	Dance (Christmas) Athletics Invasion games Swimming	Gymnastics Invasion games Net/wall games	Dance (Easter) Net/wall games Strike/field games	Net/wall games Strike/field games Invasion games Athletics	Net/wall games Strike/field games Invasion games Athletics
Learning Objectives	Perform actions and movement with control, coordination and variety with a clear start and finish. Choose and plan sequences of contrasting actions Adapt sequences to suit different types of apparatus and group work; explain how strength,	Improve freely, translating ideas from a stimulus into movement. Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance;	As per Autumn 1 but collaboratively. Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. Choose and use a range of simple tactics for sending the ball in different	Improve freely, translating ideas from a stimulus into movement. Create dance phrases that communicate ideas; share and create dance phrases collaboratively, repeat, remember and perform these phrases in a dance;	As previous. To use the transferable skills in all 4 areas.	

	<p>suppleness, balance, coordination affect performance. Identify different muscle groups used in different moves and actions; suggest warm up activities. Use self and peer assessment to compare and contrast gymnastic sequences, commenting on similarities and differences; with help, recognize how performances could be improved. Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in</p>	<p>use dynamic, rhythmic and expressive qualities clearly and with control. Understand the importance of activity to their health and wellbeing.</p> <p>Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment. Send and receive with control to keep possession and score goals. Be aware of space and use it to support team-mates and cause problems for the</p>	<p>ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly. Recognize how net games make the body work. Talk about how net games make the body work.</p>	<p>use dynamic, rhythmic and expressive qualities clearly and with control. Understand the importance of activity to their health and wellbeing. Recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to dance sequences through self and peer assessment. Use a range of skills, e.g. sending, striking, and receiving with some control and accuracy. Choose and vary skills and tactics to suit the situation in a game; carry out</p>	
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	athletic activities. Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups. Compare and contrast performances using appropriate language, through self and peer assessment.	opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills. Explain why it is important to warm up and cool down. Say when a player has moved to help others; apply this knowledge to their own play.		tactics successfully; set up small games; know rules and use them fairly to keep games going. Explain what they need to do to get ready to play games; carry out warm ups with care and an awareness of what is happening to their bodies. Describe what they and others do that is successful; suggest what needs practicing.		
French	Use vocabulary in activities, games and to answer questions throughout the year	Recognise adjectives. Apply adjectives to known nouns	Introduce, recognise and use prepositions		Combine noun vocabulary with colours and numbers, other adjectives and prepositions Identify French vowel sounds	Identify masculine and feminine from "the"
Focus Area	Colours, numbers 1-39, the body, simple greetings, animals, birthdays,	Christmas, numbers	Epiphany, dates, numbers to 69, Text Focus: 10 Pour Le Crabe Un Pour	April 1 st traditions, Easter, the bakery	The farm,	National Anthem, flags and traditional dance, numbers in real life situations

	pets, months of the year		L'escargot.			
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