

## Parkside Primary Academy Curriculum Plan – Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science Focus – How do I see the world?</b>	<b>History Focus – Who were the first people to live in Britain?</b>	<b>Geography Focus – What makes the earth angry?</b>	<b>Science Focus – How do plants and animals move and grow?</b>	<b>Geography Focus – What is so great about Britain?</b>	<b>History Focus – Would you stand up to the Roman army?</b>
<p><b>Intent:</b> Children will encounter for the first time the concept of light and dark. They will learn that we need light in order to see and that light is reflected from surfaces. They will discuss how light from the sun is dangerous and how to protect themselves. They will explore how shadows are formed and how they change size. Children will build on their knowledge that light is reflected from surfaces to understand that the light reflects into the eye and that is how we see. They will build on their knowledge of shadows to explain that light travels in straight lines, which is why shadows are the same shape as the object that cast them.</p> <p><b>Why this, why now?</b> <b>Children in Year 2, investigated in depth about what make you healthy.</b> Year 3 builds on this by looking specifically at the eye, how it works and how to look after it. <b>They also use their understanding from KS1 about the properties of materials</b> to investigate how shadows are made and which materials are best for creating shadows and reflections. These scientific enquires support investigations that take place in the rest of KS2. Also <b>the consideration about keeping ourselves healthy fits carefully in the rest of biology taught through KS2 (Year 4 the digestive system and Year 6 the circulatory system).</b></p>	<p><b>Intent:</b> Children will examine the Stone, Bronze and Iron ages and travel back in time to 15,000BC. They will secure their knowledge of chronological understanding by creating a timeline of these historical periods and be able to confidently use historical vocabulary like AD, BC and Neolithic. Children will consider how life has changed since then, and compare the time periods to each other and now.</p> <p><b>Why this, why now?</b> <b>KS1 provides children with chronological understanding about events which have occurred close to them.</b> This basic knowledge of the past and what past is allows children in Year 3 to consider life in prehistory. <b>This theme helps prepare children for learning in Year 4 when they look at ancient civilisations like The Egyptians and the Ancient Greeks in Year 6;</b> children are able to use their historical knowledge to compare and contrast these ancient civilisations with one another.</p>	<p><b>Intent:</b> Children will build on their KS1 physical feature knowledge to explore features that are more specific: volcanoes and earthquakes. In this theme, children will widen their locational knowledge by identifying key places where volcanoes and earthquakes occur. Through the anchor text 'Journey to the centre of the Earth', children will explore the descriptions of the Icelandic volcanoes and layers of the Earth. Through this geography driver, children will also develop their scientific knowledge of rocks and soils. They will learn about the properties of different rocks, in particular the formation of igneous rocks and describe how fossils are created. This theme will work towards Parkside's intent that children that children will be able to explain why certain natural disasters may happen and acquire the skill to use geographical language to describe physical features. They will understand that places are different to Royston/Barnsley/Yorkshire.</p> <p><b>Why this, why now?</b> <b>EYFS and Year 2 being children's journey into the human impact on the Earth.</b> This is crucial as in Year 3 children really begin to investigate the human impact on the earth and how that has changed the physical geography. They use their <b>knowledge of the different continents (year 2)</b> to explore where volcanoes lie. <b>This provide the knowledge needed when exploring climate change (year 4), deforestation (year 5) and protecting the oceans &amp; coasts (Year 6).</b></p>	<p><b>Intent:</b> Children will identify and describe the functions of different parts of flowering plants and explore what they need to live and grow. This will build on previous learning in KS1 where children have learnt the names of common wild and garden plants and learnt to identify the parts of a plant. New learning will mean the children will explore the part that flowers play in the life cycle of flowering plants. The anchor text 'Secret Garden' provides a discussion point about what the main character will need to do to revive the unkempt garden. This will allow the children to apply their science knowledge of how plants grow and what they need to live. The text will also provide opportunities for discussion about the characters change in wellbeing.</p> <p>Through new learning they will discover foods that are good for different aspects of the body. They can explore foods further in their learning about the importance of the skeleton and what foods will help bones to grow and be strong. Children will identify that humans and animals have skeletons and muscles. They will describe the purpose of these body parts to support, protect, and for movement. This theme will work towards Parkside's intent that children will be able to name the key bones in the human body and to know how plants grow and what they need to survive.</p> <p><b>Why this, why now?</b> <b>Children will build on their learning from year 2</b> when they learn that humans and animals need different foods to stay healthy. It will also provide a basis for learning in <b>year 4 when they learn about how nutrients are processed through the digestive system.</b></p>	<p><b>Intent:</b> Building on from learning in year 1 where the children acquire knowledge about the location of London through exploration of the Queen. Building on human and physical geography knowledge in year 2 about Royston and coal mining in Yorkshire. In this theme, children will develop human geography knowledge by exploring the reasons why people have settle where they do. They will compare different types of human settlement hamlets, villages, towns, cities, counties and countries in Britain. From this knowledge, they will have a good understanding of where Royston is, how it compares to other places in the countries and see similarities of why people settle where they settle. They will do a short focus on London to gain understanding around the countries capital.</p> <p><b>Why this, why now?</b> <b>KS1 have allowed children to conduct field work</b> which is centralised to where they live. Children now use these schools to conduct field work further away and into their locality. <b>They use their comparative geographical skills (UK and Africa Year 2) to then begin to investigate different settlements within the UK. This deeper understanding supports children in Year 4 when comparing climates, Year 5 and 6 the Americas.</b></p>	<p><b>Intent:</b> Children will broaden their historical knowledge through learning about the Roman invasion and occupation of England and Wales. This will help children to build on the chronological understanding and subject specific language they acquired at KS1, whilst further developing their chronological skills by creating a timeline of this Roman Era. Children will also deepen their historical knowledge of the Roman occupation through looking at specific aspects of life in Roman Britain; continuing to build on historical knowledge acquired in KS1, children will deepen their understanding, skills of historical enquiry and interpretation by looking at the specific event of Boudicca's rebellion.</p> <p>This theme endeavours to achieve Parkside's intent that our children know and understand that our world and the people in it, have changed over time. Our children develop cultural capital as they are able to see the legacy of Roman Britain and understand what the Romans have done for us today, even though they invaded over 2000 years ago. Children will be able to recall dates of significant events and time periods; this equips our children with the historical knowledge and understanding that significant events happened in the past, which have contributed to the way we live today. Children will also build on their skills of historical enquiry in order to understand how we use different sources of information to find out about the past; examining the work of archaeologists and beginning to distinguish between primary and secondary sources of information.</p> <p><b>Why this, why now?</b> Studying the Roman invasion is crucial for children to understand the impact that historical events have had on Britain. <b>They have previously studied up to the iron age and can clearly see then how the Romans changed Britain.</b> This period of study is <b>important to understand the differences in a similar time period through the Egyptians in Year 4.</b> It also begins and understanding of how <b>ancient civilisations can have an impact on how we live today when looking at the Greeks in Year 6. Historical interpretations made in this Year group are also crucial to Year 5 when studying Hitler</b> as different people had different perspectives on his rule just like the Britons during the Roman invasion.</p>

# Parkside Primary Academy Curriculum Plan – Year 3

## Objectives covered:

### Working Scientifically

#### I know:

- How to use different ideas to find something out
- How to set up a simple fair test
- How to make a comparison by using a fair test
- How to use different equipment and units of measure
- How to record what I have found out in different ways e.g. chart, labelled diagram

#### I can:

- Make a prediction before my test
- Explain what makes a test fair
- Explain why I need to collect information to answer a question
- Make accurate measurements using units of measure
- Describe what I have found out using scientific language
- Explain what I have found out and use my measurements to say if this helps to answer my questions

### Physics: Light

#### I know:

- that I need **light** so that I can see things
- that **dark** is when there is no **light**
- that **light** from the sun can be dangerous
- what **reflection** and **refraction** mean
- that light is **reflected** from surfaces
- that **shadows** are made when the light from a light source is blocked by a solid object
- That **light** appears to travel in straight lines
- That we see things because **light** travels from light sources to our eyes or from **light** sources to objects and then to our eyes
- How to use scientific vocabulary like **refraction, reflection, spectrum, rainbow, periscope, telescope, binocular**

#### I can:

- explain why I need **light** so that I can see things
- describe different ways I can protect my eyes from the sun
- find patterns in the way that the size of **shadows** change
- Use the idea that **light** travels in straight lines to explain that objects are seen because they give out or reflect **light** into the eye
- Use the idea that **light** travels in straight lines to explain why **shadows** have the same shape as the objects that case them

### Sub driver: Art

#### Drawing:

- I can use my sketches to produce a final piece of work
- I can use different pencil grades to show different tones and textures

#### Sketch books:

- I can use my sketch book to express feelings about a subject and describe likes and dislikes

## Objectives covered:

#### I know:

- what **BC, AD** and **decade** means
- what the words **ancient** and **century** mean
- that there are different time periods in history e.g. **The Stone Age, The Romans**
- how to use my mathematical knowledge to work out how many years ago an event happened
- how to use my mathematical knowledge to work out how long a period of history lasted e.g. **Roman Empire**

#### I can:

- describe events and periods by accurately using words **BC, AD, decade, ancient and century**
- use a **timeline** to set out the **chronological** order things may have happened

### Historical Enquiry:

#### I know:

- what an **archaeologist** is and what they do
- how to use different sources of information to find out about a period of history
- that different periods of history have **similarities** and **differences**

#### I can:

- answer questions about the **past** by using **sources** of **information** as **evidence**
- research specific events and choose the most **relevant** information to include in my work

### Historical Knowledge and Interpretation:

#### I know:

- that people in early Britain did not eat or communicate like we do
- what life was like for early **settlers**
- that Britain has been **invaded** by different groups of people at different times in history
- what life was like in **Neolithic Britain**

#### I can:

- explain how life for people was different in different periods of history
- explain what life was like in **Neolithic Britain**

### Sub driver: Art

#### Developing, planning and communicating ideas:

- I can show that my design meets a range of requirements
- I can put together a step by step plan showing the order I need to do things and the tools I need to use
- I can describe my design using an accurately labelled sketch and words

#### Working with tools, equipment, materials and components:

- I can use equipment and tools accurately

#### Evaluating processes and products:

- I can select the most appropriate materials
- I can use a range of techniques to shape and mould

## Objectives covered:

### Geographical Knowledge

#### I know:

- the names of a number of countries in the **Northern Hemisphere** e.g. **Britain, France, Germany, Italy, America, Canada**
- the names of some famous **volcanoes**
- the names of some **capital cities in Europe** e.g. **Paris – France, Berlin – Germany, Rome – Italy**

#### I can:

- locate number of countries in the **Northern Hemisphere**
- locate some famous **volcanoes** on a **map** e.g. in the **Pacific Ring of Fire**
- locate some **European capital cities** on a map

### Physical Geography

#### I know:

- how to use an atlas correctly by using **contents** and **indexes**
- what a **volcano** is
- what happens when a **volcano erupts**
- how to name the different parts of a **volcano** e.g. **magma chamber, pyroclastic flow, lava, magma**
- what an **earthquake** is
- what **tectonic plates** are

#### I can:

- Describe how **volcanoes** are created
- Describe how **earthquakes** are created
- Label the different parts of a **volcano**
- Why a **volcano erupts** and what happens
- Confidently describe **physical features** in a **locality**

### Human Geography

#### I know:

- How to describe the **human features** of a **locality**
- Some reasons why **volcanoes** can impact on people's lives

#### I can:

- Explain why a **locality** has certain **human features**
- Explain why some people choose to live near **volcanoes** even though they can be dangerous

### Sub driver – Science: Chemistry

#### I know:

- the names of some different types of rock e.g. **sandstone, granite, marble, pumice**
- how to compare and group together different rocks according to their appearance and simple **properties**
- what **sedimentary** and an **igneous** rocks are and how they are formed
- how a **fossil** is formed when things that have lived are trapped within a rock

## Objectives covered:

### Working Scientifically

#### I know:

- How to use different ideas to find something out
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- How to make a comparison by using a fair test
- How to use different equipment and units of measure
- How to record what I have found out in different ways e.g. chart, labelled diagram

#### I can:

- Make a prediction before my test
- Explain what makes a test fair
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### Biology: Plants

#### I know:

- The different names and functions of different parts of flowering plants e.g. **root, stem/trunk, leaves, flowers**
- what plants need to survive and grow e.g. **air, light, water, nutrients** from **soil** and room to **grow**
- how **water** is **transported** within plants
- that flowers are important in the **life cycle** of **flowering plants**
- what **pollination, seed formation and seed dispersal** means

#### I can:

- Describe the different functions of different parts of flowering plants
- Explain how what plants need to survive might be different depending on what type of plant it is e.g. a cactus and a rose bush
- Explain the **life cycle** of **flowering plants** using the correct scientific names

### Biology: Animals including humans

#### I know:

- that animals and humans need a **nutritionally balanced diet**
- how **nutrients, water and oxygen** are **transported** within animals and humans
- that animals and humans do not make their own food, they need to get **nutrition** from what they eat
- what a human **skeleton** looks like
- the names of some of the **bones** in a human's **skeletal system** e.g. **skull**
- how the **muscular** system of a human works

#### I can:

## Objectives covered:

### Geographical Enquiry

#### I know:

- how to identify key features of a locality by using a map
- how to use a 4 figure grid reference
- the directions North, South, East and West
- some basic OS map symbols

#### I can:

- use a 4 figure grid reference to find somewhere on a map
- accurately plot **N, S, E, W** on a **map**

### Geographical Knowledge

#### I know:

- the names of a number of countries in the **Northern Hemisphere** e.g. **Britain, France, Germany, Italy, America, Canada**
- the names of some **capital cities in Europe** e.g. **Paris – France, Berlin – Germany, Rome – Italy**

#### I can:

- locate number of countries in the **Northern Hemisphere**
- locate some **European capital cities** on a map

### Physical Geography

#### I know:

- how to use an atlas correctly by using **contents** and **indexes**
- the 8 points of the compass **N, NW, W, S, SW, SE, NE, E**

#### I can:

- Confidently describe **physical features** in a **locality**

### Human Geography

#### I know:

- How to describe the **human features** of a **locality**

#### I can:

- Explain why a **locality** has certain **human features**

### Sub driver: Music

#### Performing:

- I can sing in tune with expression
- I can control my voice when singing
- I can play clear notes on instruments

#### Appraisal:

- I can use musical words, to describe a piece of music and compositions
- I can use musical words to describe what I like and dislike
- I can recognise the work of at least one famous composer

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#### I know:

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#### I can:

- answer questions about the **past** by using **sources** of **information** as **evidence**
- research specific events and choose the most **relevant** information to include in my work

### Historical Knowledge and Interpretation:

#### I know:

- that people in early Britain did not eat or communicate like we do
- what life was like for early **settlers**
- that Britain has been **invaded** by different groups of people at different times in history
- how the **Romans** invaded Britain
- that the **Roman Empire** included Britain
- what life was like in **Roman Britain**
- invaders** in the past would have fought fiercely using hand to hand combat
- who **Boudicca** was
- what happened during **Boudicca's rebellion**

#### I can:

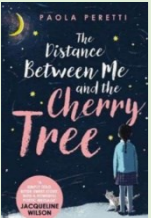
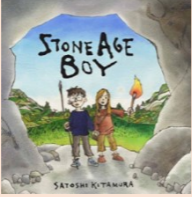



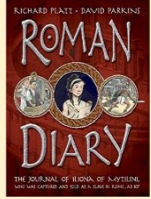
- explain how life for people was different in different periods of history
- explain what life was like in **Roman Britain**
- explain why **Boudicca's rebellion** took place
- suggest why people behaved the way they did
- explain what the **Romans** did for Britain

### Sub driver: Art/DT

#### Collage:

- I can cut very accurately
- I can overlap materials
- I can experiment using different colours
- I can use mosaic

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<ul style="list-style-type: none"> <li>I can make notes about techniques used by artists</li> </ul>	<ul style="list-style-type: none"> <li>I can use finishing techniques</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>I can join different types of textiles</li> <li>I can choose textiles both for their appearance and also qualities</li> </ul>	<ul style="list-style-type: none"> <li>that soils are made from rocks and <b>organic</b> matter</li> </ul> <p><u>I can:</u></p> <ul style="list-style-type: none"> <li>Explain how different rocks can be useful to us</li> <li>Explain the differences between <b>sedimentary</b> and <b>igneous</b> rocks considering the way they are formed</li> <li>Explain how a <b>fossil</b> is formed</li> </ul> <p><b>DT</b> <u>Developing, planning and communicating ideas:</u></p> <ul style="list-style-type: none"> <li>I can show that my design meets a range of requirements</li> <li>I can put together a step by step plan showing the order I need to do things and the tools I need to use</li> <li>I can describe my design using an accurately labelled sketch and words</li> </ul> <p><u>Mouldable materials:</u></p> <ul style="list-style-type: none"> <li>I can select the most appropriate materials</li> <li>I can use a range of techniques to shape and mould</li> <li>I can use finishing techniques</li> </ul>	<ul style="list-style-type: none"> <li>explain why a <b>nutritionally balanced diet</b> is important to humans and animals</li> <li>explain how <b>nutrients, water and oxygen are transported</b> within animals and humans</li> <li>describe and explain the <b>skeletal system</b> of a humans</li> <li>describe and explain the <b>muscular system</b> of a human and how humans use their muscles to move</li> </ul> <p><b>Sub driver: Art</b> <u>Painting:</u></p> <ul style="list-style-type: none"> <li>I can predict with accuracy the colour that I mix</li> <li>I know where each of the primary and secondary colours sit on the colour wheel</li> <li>I can create a background using a wash</li> <li>I can use a range of brushes to create different effects</li> </ul> <p><u>Sketch books:</u></p> <ul style="list-style-type: none"> <li>I can use my sketch book to express feelings about a subject and describe likes and dislikes</li> <li>I can make notes about techniques used by artists</li> <li>I can suggest improvements to my work by keeping notes</li> </ul>		<ul style="list-style-type: none"> <li>I can use montage</li> </ul> <p><b>Stiff and flexible sheet materials:</b></p> <ul style="list-style-type: none"> <li>I can use the most appropriate materials</li> <li>I can work accurately to make cuts and holes</li> <li>I can join materials</li> </ul>
<p><b>Class Text:</b> The Distance Between Me and the Cherry Tree by Paola Peretti</p> 	<p><b>Class Text:</b> Stone Age Boy by Satoshi Kitamura</p> 	<p><b>Class Text:</b> Journey to the Centre of the Earth by Jules Verne</p> 	<p><b>Class Text:</b> Trust me, Mr Jack's Beanstalk Stinks by Eric Braun</p> 	<p><b>Class Text:</b> The Adventurers and the City of Secrets by Jemma Watt</p> 	<p><b>Class Text:</b> Roman Diary, The Journal of Iliona of Mytilini by Richard Platt</p> 
<p><b>Text Types taught:</b> Non-fiction – Explanation Text</p> <p>Fiction – Poetry</p>	<p><b>Text Types taught:</b> Non-fiction – Instructions</p> <p>Fiction – Historical Story</p>	<p><b>Text Types taught:</b> Non-fiction – Newspaper report</p> <p>Fiction – Adventure Story</p>	<p><b>Text Types taught:</b> Non-fiction – Non Chronological Report</p> <p>Fiction – Traditional Story from a Different Perspective</p>	<p><b>Text Types taught:</b> Non-fiction – Persuasion</p> <p>Fiction – Mystery Story</p>	<p><b>Text Types taught:</b> Non-fiction – Biography</p> <p>Fiction – Recount</p>
<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Use capital letters, full stops, exclamation and question marks correctly all of the time</li> <li>Plan my writing using ideas from similar writing</li> <li>Discuss other models of writing, noting its structure, grammatical features and use of vocabulary</li> <li>Record my ideas</li> <li>Use paragraphs</li> <li>Use simple devices to organise my text</li> <li>Read, evaluate and edit my own and others' work</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Write using paragraphs</li> <li>Use conjunctions, adverbs and prepositions</li> <li>Use inverted commas</li> <li>Plan my writing using ideas from similar writing</li> <li>Discuss other models of writing, noting its structure, grammatical features and use of vocabulary</li> <li>Read, evaluate and edit my own and others' work</li> <li>Read my writing aloud with appropriate intonation</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Consistently uses a wider range of conjunctions for time and cause</li> <li>Use subordination</li> <li>Use apostrophes for possession</li> <li>Children will write to entertain an audience by writing an action narrative</li> <li>Use inverted commas for direct speech</li> <li>Use adverbs and prepositions to express time and cause</li> <li>Plan my writing using ideas from similar writing</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Discuss other models of writing, noting its structure, grammatical features and use of vocabulary</li> <li>Compose sentences with a range of sentence types</li> <li>Use simple devices to organise my text</li> <li>Use a wider range of conjunctions</li> <li>Use commas in lists and apostrophes for contractions</li> <li>Use inverted commas for direct speech</li> <li>Use adverbs and prepositions to express time and cause</li> <li>Organise writing into paragraphs</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will be learn to:</p> <ul style="list-style-type: none"> <li>Use prepositions to show time and cause</li> <li>Organise writing into paragraphs</li> <li>Use a wider range of conjunctions, prepositions and adverbs to show time and cause</li> <li>Organise writing into paragraphs</li> <li>Use a wider range of conjunctions, prepositions and adverbs to show time and cause</li> <li>Use pronouns in the place of nouns</li> <li>Plan my writing using ideas from similar writing</li> </ul>	<p><b>Writing Skills Taught:</b> Pupils will learn to:</p> <ul style="list-style-type: none"> <li>Uses inverted commas for direct speech</li> <li>Consistently uses a wider range of conjunctions within compound sentences</li> <li>Expands noun phrases using adjectives and prepositions of position and time (SPaG focus)</li> <li>Writes consistently in the tenses previously taught (past and present)</li> </ul>

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<ul style="list-style-type: none"> <li>• Read my writing aloud with appropriate intonation</li> <li>• Use a wider range of conjunctions</li> <li>• Begin to use conjunctions to express time and cause</li> <li>• Punctuate noun phrases accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate coordination and subordination</li> <li>• Compose sentences using a range of structures</li> <li>• Punctuate noun phrases accurately</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss other models of writing, noting its structure, grammatical features and use of vocabulary</li> <li>- Read, evaluate and edit my own and others' work</li> <li>- Read my writing aloud with appropriate intonation</li> <li>- Use paragraphs</li> <li>- Use simple devices to organise my text</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss other models of writing, noting its structure, grammatical features and use of vocabulary</li> <li>• Read, evaluate and edit my own and others' work</li> <li>• Read my writing aloud with appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the progressive form of verbs in both the present and past tense</li> <li>• Plan my writing using ideas from similar writing</li> <li>• Children will write to entertain an audience by writing a recount from a child's point of view going back in history</li> <li>• Discuss other models of writing, noting its structure, grammatical features and use of vocabulary</li> <li>• Read, evaluate and edit my own and others' work</li> <li>• Read my writing aloud with appropriate intonation</li> </ul>
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