



## **Curriculum Booklet**

This is a working document and may be subject to change if it is in the best interests of the pupils.

**Year 3**

**Key Stage 2**

## Curriculum Overview

This document provides an outline for the main topics that will be covered in this academic year.

The school curriculum aims are:

- To provide opportunities for each pupil to learn and achieve.
- To promote the pupils' development and prepare them for the experiences of life.
- To enable each pupil to respond positively to challenges, opportunities, responsibilities, and to cope with change.
- To provide each pupil with the steps in their academic journey to enable them to make informed choices in school and beyond.

### Homework

Homework is an extension of your child's education and is compulsory. Time should therefore be allowed within your child's day to complete this.

Children will be given homework on a regular basis. In Year 3, pupils are expected to spend up to 20 minutes per day on their written / recorded homework tasks. In addition to this, time should be set aside for reading, spelling and tables practice and/or mental mathematics.

Online homework will be set as appropriate; your child will be given details of how to log on and be issued with a password.

Children are very different; some enjoy having homework, others dislike it. If possible, set aside a regular time for homework and a table/desk away from distractions such as the TV.

If you have any problems concerning homework please contact your child's class teacher.

### Assessment

During the course of the academic year each pupil will be assessed so that their progress is monitored and we can focus on helping them to achieve their best.

## English

### Overview/Introduction

As a core subject English is taught every day to enable each pupil to harness the skills and abilities required for them to enhance their reading and writing. These skills are taught through a variety of genres and topic areas that are summarized below.

They will also develop their speaking and listening skills that are essential as they move through Bedford Greenacre Independent School. Good verbal skills enhance each child's understanding of both spoken and written language and enable them to communicate effectively.

### Reading, Handwriting, Spelling, Punctuation Grammar

Regular spelling, punctuation and grammar (SPaG) activities are taught throughout the year. These are in accordance with the National Curriculum for Year 3.

Pupils read aloud regularly in the class or in small groups and are expected to read daily at home to an adult. This should be a minimum of 5 minutes and progress through the reading book should be recorded by the parent in the Reading Record Book.

Pupils practise their handwriting regularly. Correct letter formation and a clear, fluent, efficient style based upon the Nelson scheme is taught throughout the Junior School. In Year 3, pupils write in pencil and are encouraged to develop joined handwriting.

Accurate spelling and punctuation is taught and encouraged throughout all lessons. In Year 3, pupils are expected to learn a weekly set of spellings designed to reinforce knowledge of phonics and spelling patterns. Weekly homework includes a written activity to reinforce these spellings.

Term	Summary
Autumn	<p>Class Reader: The Twits by Roald Dahl</p> <p>Reading: read aloud with expression; discuss word choices and the effect of language upon the reader; discuss character and setting; discuss and share favourite books, stories and authors; practise using the dictionary and thesaurus as tools to support and develop reading, writing and spelling.</p> <p>Writing: explore nouns, verbs and descriptive language such as adjectives and similes; explore sentence structure and the effect of changing word order within sentences; learn a range of conjunctions and use these to extend sentences in different forms of writing; learn that punctuation, particularly full stops, shows the reader how something should be read; write descriptions of character and setting; look at the features of instructional writing and write their own recipes.</p> <p>Poetry: look at the structure of limericks; read a range of examples including a selection by Roald Dahl; write and perform their own limericks.</p>
Spring	<p>Class Reader: Storm</p> <p>Reading: listen to the story and predict what may happen at various points; discuss the author's use of description to convey mood and atmosphere; locate evidence in the text to answer questions.</p> <p>Writing: practise writing and punctuating direct speech; explore figurative language including personification; write a description of a setting including personification.</p> <p>Class Reader: non-fiction texts relating to Tutankhamun (this is linked to the Y3 history topic on Ancient Egypt)</p> <p>Reading: read, retrieve and collate information; examine specialist, subject-specific vocabulary; practise using contents and index to locate specific information.</p>

	<p>Writing: revise use of parts of speech e.g., nouns, adjectives, verbs; use different verb tenses; explore the features of newspaper recounts and write their own article recounting the discovery of Tutankhamun's tomb.</p> <p>Poetry: look at a range of narrative poems and discuss poetic devices including structure and language choices; explore the use of personification and other figurative language in poetry; write their own poem, including figurative, language based upon one of the poems read.</p>
<b>Summer</b>	<p>Word Detectives: focus on a range of spelling, punctuation and grammar (SPaG) activities. Pupils are encouraged to identify and explain spelling rules, including how prefixes and suffixes alter the meaning of words, as well as practising key aspects of grammar and punctuation through a variety of writing tasks.</p> <p>Myths and Legends: read a variety of Arthurian legends and other myths and legends from Britain; examine the features of myths and legends and write their own 'new' Arthurian legend.</p> <p>Poetry: calligrams; pupils read a wide variety of these 'shape' poems, exploring how both the vocabulary and structure of the poems convey their meaning; pupils work independently and in pairs or groups to create their own shape poems.</p>

## Mathematics

### Overview / Introduction

As a core subject Mathematics is taught every day to enable the class to harness the skills and abilities required for each pupil to enhance their numeracy skills.

Mathematics teaching in Year 3 focuses on building understanding of all aspects of number, including the development of mathematical language and reasoning skills.

Recall of number bonds, the multiplication tables and understanding of place value are fundamental to the understanding of number. In Year 3, pupils are taught informal written methods of calculation for the four number operations. These methods ensure the pupils' understanding of the processes and reasoning involved in calculations but don't be alarmed if they look very different from the ones with which you are familiar!

Pupils will also learn about different aspects of measuring (including time), shape and space and data handling.

We use a variety of resources in our maths teaching; the core scheme is Abacus. This provides a range of resources designed to inspire confidence and a love of maths as well as ensuring progression and understanding for every child. We provide detailed differentiation to cater for individual levels of ability. Pupils also have access to MyMaths and Abacus online resources, at the teacher's discretion.

Term	Topic
Autumn	<p>Instant recall of number bonds to 10 and 20; learn multiple of 5 and 10 number bonds to 100; add and subtract these mentally; mentally add and subtract other 1 and 2-digit numbers.</p> <p>Count on and back in 10s and 1s; compare, order and place 2 and 3-digit numbers on a number line; round numbers to the nearest 10 and 100; partition numbers to help solve problems.</p> <p>Use counting up (frog) to subtract from 2 and 3-digit numbers.</p> <p>Add 2 or more 2-digit numbers by partitioning and recombining; choose a mental strategy to solve additions and subtractions; solve word problems.</p> <p>Add and subtract money and record using correct notation and place value.</p> <p>Know multiplication and division facts for the 5, 10, 2, 4 and 3 times tables; double and halve numbers up to 100 using partitioning.</p> <p>Understand fractions and find fractions of numbers.</p> <p>Understand units of measure for length; estimate lengths and use a ruler accurately to measure and draw in cm and mm; know that 1 litre = 1000ml; estimate and measure capacity in millilitres.</p> <p>Read calendars and know units of time including days, weeks, months and years; tell the time to the nearest 5 minutes using analogue and digital clocks.</p> <p>Know the names and properties of common 3D shapes.</p>
Spring	<p>Revise place value in 3-digit numbers; place numbers on empty and landmarked number lines; ordering and rounding; count in steps of 10, 50 and 100.</p> <p>Add 2 and 3-digit numbers mentally; introduce expanded column addition; begin to move 10s and 100s leading to compact column addition; investigate patterns in numbers when adding; choose an appropriate mental or written method to solve addition problems.</p> <p>Count up or back to solve subtractions mentally; use informal written method of counting up (frog) to solve subtractions using 3-digit numbers and to subtract money from £5 or £10; choose an appropriate mental or written method to solve subtraction problems.</p>

	<p>Double the 4 times table to find the 8 times table; double and halve numbers using partitioning; solve word problems involving doubling and halving; multiply and divide by 10 (whole number answers); introduce the grid method for multiplying 2-digit numbers by 1 digit.</p> <p>Identify and order fractions; find equivalent fractions, find fractions of amounts.</p> <p>Tell the time to the nearest minute using analogue and digital clocks; calculate elapsed time and time intervals; solve word problems involving time.</p> <p>Recognise right angles and relate angles to degrees of a turn; identify size of angles in relation to <math>90^\circ</math>; name and describe 2D shapes; understand and calculate perimeter.</p>
<b>Summer</b>	<p>Revise mental strategies for adding and subtracting numbers up to 3-digits; use expanded or compact column addition to add 2 and 3-digit numbers, including additions with more than two numbers; subtract 3-digit numbers using counting up (frog); choose and appropriate strategy to solve word problems involving addition and subtraction.</p> <p>Know multiplication and division facts for the 2, 3, 4, 5, and 8 times tables; use known facts to multiply multiples of 10 by 2, 3, 4 and 5; use the grid method to multiply 2 and 3-digit numbers; use multiplication facts to solve division problems; divide with and without remainders; use chunking to solve division problems involving larger numbers.</p> <p>Add and subtract fractions with the same denominator; recognise equivalences of <math>1/2</math>; recognise <math>1/10</math>s and find <math>1/10</math> of multiples of 10; begin to find <math>1/10</math> of single digits (introducing decimal fractions).</p> <p>Understand units of measure for weight; estimate and weigh objects in g and kg.</p> <p>Recognise am and pm times and 24-hour clock times.</p> <p>Identify and draw horizontal, vertical, perpendicular, parallel and diagonal lines, angles and symmetry in 2D shapes. Read, draw and interpret bar charts and pictograms.</p>

## Science

### Overview / Introduction

Science is an integral part of the modern world; as such, the curriculum is established to develop the pupils' inquisitive mind. During their educational journey at Bedford Greenacre Independent School, each pupil will be encouraged to make their own observations and perform practical experiments to further their skills, knowledge and understanding in science.

Term	Topic
<b>Autumn</b>	<p>Properties of materials</p> <p>Rocks and soils</p>
<b>Spring</b>	<p>Light</p> <p>Teeth and Eating</p>
<b>Summer</b>	<p>Forces and Magnets</p> <p>Plants</p>

## Humanities

### Overview / Introduction

Pupils will be challenged in geography to understand places, environments (locally, nationally and internationally) and to appreciate differing cultures. Pupils will be taught to understand different types of maps, investigate how geographical events impact society and develop individual research skills.

The history curriculum covers important episodes and developments in Britain and other civilisations in the world. Pupils will investigate how the past has helped to shape the present and how beliefs and cultures have influenced the world we live in today. They will also question and discuss the various interpretations of history through different sources, and investigate differing viewpoints of past events.

Term	Topic	
Autumn	Map Skills	Children on the Homefront in World War Two
Spring	Modern Day Egypt	Ancient Egypt
Summer	Improving the Environment	Ancient Egypt

## Information and Communication Technology (ICT)

### Overview / Introduction

Within the ICT curriculum, children will be provided with the essential skills needed to access a variety of technologies through weekly ICT lessons, as well as through the incorporation of ICT within other curriculum areas. As children are constantly surrounded by technology, computer safety is an integral part of our ICT curriculum. We aim to ensure that our pupils know how to access ICT safely and understand the importance of adult supervision when using these technologies.

ICT lessons utilise a range of resources available within the school, such as computers, iPads, laptops, smart touch technology, clever boards, cameras and many other interactive tools.

Children will cover the following topics throughout the year:

Term	Skill
Autumn	Computer Systems and Networks: Connecting computers Creating Media: Animation
Spring	Creating Media: Desktop publishing Data and Information: Branching databases
Summer	Programming: Sequence in music Events and actions

## Art and Design Technology (DT)

### Overview / Introduction

In Year 3 pupils develop their drawing skills and learn to work in a variety of media, including paint and oil pastel. They experience working in 3D by modelling in clay. Pupils are encouraged to evaluate and refine their art work and pursue their own individual creative ideas. Strong cross-curricular links ensure that knowledge and skills acquired in other subjects are applied and developed in Art lessons.

During their Design Technology lessons the pupils will learn the skills required to design and then create a model in a three dimensional form. This will enable them to look at ideas and concepts in both a theoretical and practical way, which will be useful in both their educational journey at Bedford Greenacre Independent School and the world ahead.

Term	Skill
Autumn	Drawing with the 2B pencil Exploring primary and secondary colours. Colour mixing Using mixed media to create an illustration of London during 'The Blitz.'
Spring	Observational drawing Modelling in clay. Painting the finished product.
Summer	Exploring the work of Vincent Van Gogh. Creating pictures inspired by the work of Van Gogh.

## Food Technology (FT)

### Overview / Introduction

Food Technology introduces the pupils to the principles of healthy eating and the skills and methods required to produce food. They learn how to make predominately savoury items to include in a healthy diet. They will be working in a safe and hygienic manner.

Term	Skill
Autumn	During their rotation, pupils will work on a nature detective project that will provide opportunities for pupils to learn about where our food comes from. Pupils will start to develop a range of skills by creating different dishes and learning how to work safely and hygienically in a food room.
Spring	
Summer	



## Music

### Overview / Introduction

Key Stage Two children are taught the basic elements of music, note values and how to build a rhythm. The basics of pitch and aural discrimination are covered with extended use of musical elements towards the end of Year 3. This is mostly taught through the use of percussion instruments, body percussion and singing.

Term	Skill
Autumn	The learning of songs for the School Nativity, also some recap on: Extension of Musical Elements Chapter 6 of Teaching KS1 Music by Ann Bryant Lessons 25-26
Spring	Beats & Rhythm Chapter 1 of Teaching KS2 Music by Ann Bryant Music Ace software introduction Listening skills using Classical 100
Summer	The continuation of 'Beats & Rhythm' Music Ace software introduction Listening skills using Classical 100
These topics will also be supplemented with songs and other performances learnt for performing opportunities that arise through the school year.	

## Drama

### Overview / Introduction

Drama offers an opportunity for pupils to experience the joy of exploring characters and scenes. This will enable them to embrace differing viewpoints and opinions in an environment that is all about perception and interpretation.

We are also pleased to present opportunities to perform throughout the pupils' academic career, to give all involved the opportunity to grow in confidence and enhance their public speaking skills.

Term	Skill
Autumn	Create character, scene and atmosphere. Explore stereo-typical characters; mime and physical characterisation.
Spring	Use verbal and physical spontaneous and rehearsed improvisation to convey story, character and build tension.
Summer	Plan, sequence and rehearse in pairs & groups, creating improvisational scenes. Use a range of drama techniques to explore issues, relationships and emotions.

## Personal, Social, Health & Citizenship Education (PSHCE)

### Overview / Introduction

Through Personal, Social, Health & Citizenship Education (PSHCE) we strive to encourage the pupils to develop confidence and responsibility. They are encouraged to be a positive role model for both the school and the wider community.

At Bedford Greenacre Independent School we also strive to instil the knowledge and skills that will enable every pupil to enjoy a healthy and safe lifestyle.

Term	Topic		
Autumn	<b>Health and Wellbeing</b>  <b>It's My Body:</b> <ul style="list-style-type: none"> <li>• My body, My choice</li> <li>• Fit as a fiddle</li> <li>• Good night, Good day</li> <li>• Cough, splutter, sneeze!</li> <li>• Drugs: healing or harmful?</li> <li>• Choices everywhere</li> </ul> <b>Think Positive:</b> <ul style="list-style-type: none"> <li>• Happy minds, happy people</li> <li>• Thoughts &amp; feelings</li> <li>• Changes</li> <li>• Keep calm &amp; relax</li> <li>• You're the boss</li> <li>• Always learning</li> </ul>	<b>Relationships</b>  <b>TEAM:</b> <ul style="list-style-type: none"> <li>• A new start</li> <li>• Together Everyone Achieves More</li> <li>• Working together</li> <li>• Being considerate</li> <li>• When things go wrong</li> <li>• Responsibilities</li> </ul> <b>Be Yourself:</b> <ul style="list-style-type: none"> <li>• Pride</li> <li>• Feelings</li> <li>• Express yourself</li> <li>• Know your mind</li> <li>• Media-wise</li> <li>• Making it right</li> </ul>	<b>Living in the Wider World</b>  <b>One World:</b> <ul style="list-style-type: none"> <li>• Chiwa &amp; Kwende</li> <li>• Chiwa's dilemma</li> <li>• Chiwa's sugar</li> <li>• Chiwa's world</li> <li>• Charity for Chiwa</li> </ul> <b>Aiming high:</b> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Goals</li> <li>• Always learning</li> <li>• Jobs &amp; skills</li> <li>• No limit</li> <li>• When I grow up</li> </ul>
Spring			
Summer			

## Religious Education (RE)

### Overview / Introduction

In R.E. children learn about and from religions and worldviews in local, national and global contexts. This enables children to develop knowledge and understanding of the beliefs and practices of the diverse groups that make up our multi-cultural society, including non-religious groups. R.E. also provides an opportunity for children to discuss and ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Through R.E., pupils learn to express their personal beliefs, ideas, values and experiences while respecting the differences of others.

Junior pupils will have a weekly R.E. lesson. Throughout the year they will cover many three main subjects, however there will also be many opportunities to explore and understand religious festivals as and when they occur.

The main topics for each year are:

Term	Topic
<b>Autumn</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Hinduism:</p> <ul style="list-style-type: none"> <li>• Who &amp; Where?</li> <li>• Main Beliefs</li> <li>• Special Places</li> <li>• Special Festivals</li> <li>• Holy Books</li> <li>• Symbols &amp; Meanings</li> </ul> </div> <div style="width: 45%;"> <p>Nativity Story:</p> <ul style="list-style-type: none"> <li>• Mary &amp; Joseph</li> <li>• The Journey</li> <li>• A Baby is Born</li> <li>• The Shepherds</li> <li>• A New Star Appears</li> <li>• King Herod</li> </ul> </div> </div>
<b>Spring</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Islam:</p> <ul style="list-style-type: none"> <li>• Who &amp; Where?</li> <li>• Main Beliefs</li> <li>• Special Places</li> <li>• Special Festivals</li> <li>• Holy Book</li> <li>• Symbols &amp; Meanings</li> </ul> </div> <div style="width: 45%;"> <p>Good Friday:</p> <ul style="list-style-type: none"> <li>• The Easter Story</li> <li>• The Last Supper</li> <li>• Prayer</li> <li>• Maximilian Kolbe</li> <li>• The Cross &amp; the Resurrection</li> <li>• New Life</li> </ul> </div> </div>
<b>Summer</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Sikhism:</p> <ul style="list-style-type: none"> <li>• Who &amp; Where?</li> <li>• Main Beliefs</li> <li>• Special Places</li> <li>• Special Festivals</li> <li>• Holy Book</li> <li>• Symbols &amp; Meanings</li> </ul> </div> <div style="width: 45%;"> <p>Judaism:</p> <ul style="list-style-type: none"> <li>• Who &amp; Where?</li> <li>• Main Beliefs</li> <li>• Special Places</li> <li>• Special Festivals</li> <li>• Holy Book</li> <li>• Symbols &amp; Meanings</li> </ul> </div> </div>

## Physical Education including Swimming (PE)

### Overview / Introduction

Physical Education (PE) provides a valuable and rewarding selection of activities (including weekly swimming at Robinson pool). PE can help to fulfil the pupils' educational journey as it helps them to work in teams, where they will explore different roles and activities, all working for a common achievement, as well as learning to develop and improve their own unique abilities.

Term	Games	P.E
<b>Autumn</b>	<ol style="list-style-type: none"> <li>1. Swimming</li> <li>2. Rugby</li> <li>3. Hockey</li> </ol>	<ol style="list-style-type: none"> <li>4. Dance</li> <li>5. Invasion Games</li> </ol>
<b>Spring</b>	<ol style="list-style-type: none"> <li>1. Swimming</li> <li>2. Netball</li> <li>3. Football</li> </ol>	<ol style="list-style-type: none"> <li>4. Indoor athletics</li> <li>5. Racket sports</li> </ol>
<b>Summer</b>	<ol style="list-style-type: none"> <li>1. Swimming</li> <li>2. Athletics</li> <li>3. Cricket</li> </ol>	<ol style="list-style-type: none"> <li>4. Fitness</li> <li>5. Striking and fielding skills</li> </ol>

## French

### Overview / Introduction

When a child learns a second language, they begin to absorb the mechanics of language. This can help to give them a better grasp of the complexities of English grammar, improve their listening skills and make them more effective communicators. In a multicultural society, it is important for children to learn about other countries, cultures and traditions. Learning another language can provide the perfect backdrop for exploring these things. It can also give children greater confidence to express themselves. At Bedford Greenacre Independent School, we teach key aspects of the language, in a fun and engaging way, from an early age to enable the children to embrace it fully

Children in Year 3 will have a weekly French lesson. Throughout the year the children will follow a structured language programme to teach and promote confidence with basic vocabulary and phrases. They will be expected to listen attentively to spoken language and show understanding by joining in and responding:

Term	Topic
Autumn	Greetings Numbers & Ages
Spring	Christmas in France Instructions Colours Animals
Summer	Days of the Week Likes & dislikes