



Year 3

	<p><b>October Assessment</b> Topic Title: Ancient Egyptians: The Greatest Builders?</p>	<p><b>December Assessment Topic – Pushes and Pulls – It all began with an Apple!!!</b></p>	<p><b>March Assessment</b></p>	<p><b>June Assessment</b></p>	<p><b>Age Related Expectation</b> By the end of the year every student will be able to ....</p>
<p>Reading</p>	<p><b>Tutankhamun's Tomb (I was there) by Sue Reid</b></p> <p>We will be continuing with our new Guided Reading scheme whereby the children will have the opportunity to read a book as a class and explore the themes within the book through discussion. The children will practice the relevant reading skills of inference, scanning a text, making</p>	<p>reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader’s interest and imagination</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader’s interest and imagination</p>



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	predictions as well as practicing their comprehension weekly.				
Writing	The children will focus on the following writing topics this half term – diary entry, newspaper reports, reports, stories and poetry. We will review the features of each genre and plan how to write for these topics in preparation for our Big Writes	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Plan their writing by: discussing writing similar to that which they are planning to write discussing and recording ideas  Draft and write by: composing and rehearsing sentences orally (including dialogue)  Draft and write by: composing sentences, progressively building a rich vocabulary and range of sentence structures organising paragraphs around a theme creating settings, characters and plot Read aloud their own writing to a group or the whole class Proof read for spelling and punctuation	Plan their writing by: discussing writing similar to that which they are planning to write discussing and recording ideas  Draft and write by: composing and rehearsing sentences orally (including dialogue)  Draft and write by: composing sentences, progressively building a rich vocabulary and range of sentence structures organising paragraphs around a theme creating settings, characters and plot Read aloud their own writing to a group or the whole class Proof read for spelling and punctuation errors	Draft and write by: composing sentences, progressively building a rich vocabulary and range of sentence structures organising paragraphs around a theme creating settings, characters and plot  Read aloud their own writing to a group or the whole class Proof read for spelling and punctuation errors



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			errors		
SPAG	To develop writing, the children will partake in Grammar, Punctuation and Spelling lessons weekly where they will build on their grammar and punctuation skills. The children will also receive weekly spelling home learning.	Pupils should be taught to: use further prefixes and suffixes and understand how to add them	extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i>	Use and understand the grammatical terminology in Appendix 2	To develop writing, the children will partake in Grammar, Punctuation and Spelling lessons weekly where they will build on their grammar and punctuation skills. The children will also receive weekly spelling home learning. Pupils should be taught to: use further prefixes and suffixes and understand how to add them extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i>
Speaking	To research a topic and talk confidently in front of an audience – Desert Life	Pupils should be taught to: articulate/justify answers & opinions participate in discussions	participate in collaborative conversations use spoken language to explore ideas	Pupils should be taught to: Articulate and justify opinions Participate in discussions Give well-structured explanations	To research a topic and talk confidently in front of an audience – Desert Life Pupils should be taught to: articulate/justify answers & opinions participate in discussions  participate in collaborative conversations use spoken language to explore ideas



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					<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Articulate and justify opinions</li> <li>Participate in discussions</li> <li>Give well-structured explanations</li> </ul>
Listening	<p>PrL-A8 Can begin to use limited awareness of grammar to make sense of talk by teachers and peers (e.g. 'went' for past time)</p> <p>PrL-A9 Can sort pictures or objects according to oral instructions</p>	<p>listen &amp; respond approp to their peers</p> <p>use spoken language to explore ideas</p>	<p>participate in collaborative conversations</p> <p>use spoken language to explore ideas</p>	<p>Listen and respond appropriately</p> <p>Maintain attention</p> <p>Ask relevant questions</p>	<p>listen &amp; respond approp to their peers</p> <p>use spoken language to explore ideas</p> <p>participate in collaborative conversations</p> <p>use spoken language to explore ideas</p> <p>Listen and respond appropriately</p> <p>Maintain attention</p> <p>Ask relevant questions</p>
Math	<p>We will be covering the following strands: Number and Place Value, Number – Multiplication, Number – Time including 12h and 24h and Measures looking at different units and ways to</p>	<p>AS3.1 Add and subtract mentally a three-digit number and ones</p> <p>AS3.2 Add and subtract mentally a three-digit number and tens</p> <p>AS3.3 Add and subtract a three-digit number and hundreds</p>	<p>MD3.1 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>MD3.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables</p>	<p>GPS3.2 Recognise angles as a property of shape and associate angles with turning</p> <p>GPS3.3 Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right</p>	<p>AS3.1 Add and subtract mentally a three-digit number and ones</p> <p>AS3.2 Add and subtract mentally a three-digit number and tens</p> <p>AS3.3 Add and subtract a three-digit number and hundreds</p> <p>AS3.4 Add and subtract numbers with up to three digits, using the efficient</p>



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	<p>measure. To develop mathematical skills further, the children will take part in Problem Solving and Reasoning lessons each week where they will get to apply their knowledge and develop their reasoning skills by systematically working through problems either independently or in a group. We will also be practicing Times Tables and Mental Arithmetic skills through tests or timed activities every week as by the end of Year 4 children are expected to know up to the 12 times table by heart.</p>	<p>AS3.4 Add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction  AS3.5 Estimate the answer to a calculation and use inverse operations to check answers.  AS3.6 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  M3.3 Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>that they know, including two-digit numbers times one-digit numbers, using mental and progressing to efficient written methods  MD3.3 Solve problems including missing number problems, involving multiplication and division including integer scaling problems and correspondence problems in which n subjects are connected to m subjects  D3.1 Interpret and present data using bar charts, pictograms and tables  D3.2 Solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ – Scaled bar charts and pictograms and tables.</p>	<p>angle  M3.1 Measure, compare, add and subtract: lengths (m/cm/mm) ; mass (kg/g) ; volume/capacity (l/ml)  M3.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  M3.5 Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o’clock; use vocabulary such as a.m./p.m. morning, afternoon, noon and midnight  M3.6 Know the number of seconds in a minute and the number of days in each month, year and leap year  M3.7 Compare durations of events, for example to calculate the time taken by particular events or tasks</p>	<p>written methods of columnar addition and subtraction  AS3.5 Estimate the answer to a calculation and use inverse operations to check answers.  AS3.6 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.  M3.3 Add and subtract amounts of money to give change, using both £ and p in practical contexts.  MD3.1 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  MD3.2 Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including two-digit numbers times one-digit numbers, using mental and progressing to efficient written methods  MD3.3 Solve problems including missing number problems, involving multiplication and division including integer scaling</p>
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					<p>problems and correspondence problems in which <math>n</math> subjects are connected to <math>m</math> subjects</p> <p>D3.1 Interpret and present data using bar charts, pictograms and tables</p> <p>D3.2 Solve one-step and two-step questions such as ‘How many more?’ and ‘How many fewer?’ – Scaled bar charts and pictograms and tables.</p> <p>GPS3.2 Recognise angles as a property of shape and associate angles with turning</p> <p>GPS3.3 Identify right angles, recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>M3.1 Measure, compare, add and subtract: lengths (m/cm/mm) ; mass (kg/g) ; volume/capacity (l/ml)</p> <p>M3.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>M3.5 Estimate and read time</p>
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					<p>with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m. morning, afternoon, noon and midnight</p> <p>M3.6 Know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>M3.7 Compare durations of events, for example to calculate the time taken by particular events or tasks</p>
Science	<p>Understand the importance of a skeleton. Discuss the names of bones and the organs they protect. Looking at the skeleton of animals found in desert compared to those in water.</p>	<p>Understand forces can be categorized into pushes and pulls Label each movement/motion as either a push or pull To know and understand that there are different types of forces including squeeze, stretch, turn, twist and squash. To understand that friction, which</p>	<p>ScLK1.1 Asking relevant questions ScLK1.2 Setting up simple practical enquires, comparative and fair tests ScLK1.3 Making accurate measurement using standard units, using a range of equipment for example thermometers and data loggers ScLK1.4 Gathering, recording, classifying</p>	<p>Compare and group together different kind of rocks. Describe how fossils are formed. Recognise that soils are made from rock and organic matter.</p> <p>Know the meanings of transparent, translucent and opaque. Know natural and manmade light. Understand how light travels. Know how we are able to</p>	<p>ScLK1.1 Asking relevant questions ScLK1.2 Setting up simple practical enquires, comparative and fair tests ScLK1.3 Making accurate measurement using standard units, using a range of equipment for example thermometers and data loggers ScLK1.4 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ScLK1.5 Recording findings using simple scientific</p>



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		<p>is a force, occurs when two surfaces touch each other. To understand how friction slows moving objects down. To understand ways in which friction can be increased and decreased. To know and understand the effects of gravity. To understand that gravity is a force that pulls things towards the center of the earth.</p>	<p>and presenting data in a variety of ways to help in answering questions ScLK1.5 Recording findings using simple scientific language, drawings, labelled diagrams, bar charts and tables ScLK1.6 Reporting on findings from enquires, including oral and written explanations, displays or presentation of results and conclusions ScLK1.7 using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests Compare and group together different kind of rocks. Describe how fossils are formed.</p>	<p>view objects with our eyes.  To know that shadows are formed when light travelling from a source is blocked.  To be able to make and record observations and to present information in drawing and writing. To develop an understanding that dull materials absorb light and shiny materials reflect light. To explore different materials to see which are the best reflectors.</p>	<p>language, drawings, labelled diagrams, bar charts and tables ScLK1.6 Reporting on findings from enquires, including oral and written explanations, displays or presentation of results and conclusions ScLK1.7 using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests Compare and group together different kind of rocks. Describe how fossils are formed. Recognise that soils are made from rock and organic matter.  Compare and group together different kind of rocks. Describe how fossils are formed. Recognise that soils are made from rock and organic matter.</p>
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			<p>Recognise that soils are made from rock and organic matter.</p>		<p>Know the meanings of transparent, translucent and opaque. Know natural and manmade light.</p> <p>Understand how light travels. Know how we are able to view objects with our eyes.</p> <p>To know that shadows are formed when light travelling from a source is blocked.</p> <p>To be able to make and record observations and to present information in drawing and writing. To develop an understanding that dull materials absorb light and shiny materials reflect light. To explore different materials to see which are the best reflectors.</p>
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