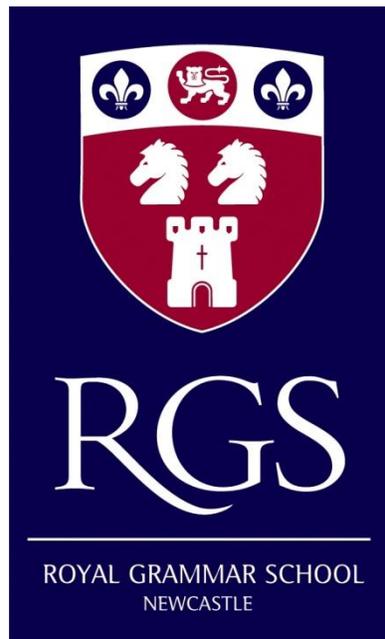


RGS Junior School
Year 3
Programme of Study
2015-2016



“One School, One Team.”

Year 3 Programmes of Study

Welcome to Year 3. We know that children will be excited by the challenges and adventures to come in the forthcoming months so here is a little taster of what to expect to learn during the course of the year. Lessons will be supplemented by various trips to places like the Hancock at the Great North Museum and Segedunum Roman Fort. Within the school year, we are keen to capitalise on other ways in which to enhance the children's learning and these can include trips to the theatre, visiting authors or national events (for example the Olympics, the Queen's Diamond Jubilee in 2012). **Work can therefore be based around a range of topical events, leading to changes being made as to when certain aspects of the curriculum may be taught.** Above all, we aim to provide a varied, interesting and fun curriculum for children in Year 3, encouraging them to want to learn more both in school and at home. Hopefully, this guide will assist them in their quest for further knowledge!



Year 3 Maths		
Autumn Term	Spring Term	Summer Term
Word Problems Place Value - Sequences to 1000 Addition & Subtraction facts to 20 Money - Using £1 and £2 coins Length, Mass Reasoning about 3D Shapes Handling Data - Frequency tables Counting and Properties of Numbers to 1000 Table facts for 2's, 3's, 4's, 5's and 10's Division by 2, 5 and 10 Money and Real Life Problems Fractions – halves, quarters & tenths Written Addition and Subtraction Time Comparing, ordering, adding and subtracting fractions with same denominator Tell time to the nearest minute Know the number of seconds in a minute, days in each month and year and leap year	Word Problems Place Value Addition and Subtraction with bridging Shape Capacity Time - Minutes past and to Counting and Properties of Number Multiplication and Division <ul style="list-style-type: none"> - Multiplying a two digit number - Division by 2, 3, 4, 5 and 10 - Division with remainders - Doubling and halving - Multiply & divide by 10 and 100 Data Handling – Pictograms Adding 10s or 100s to 3 digit numbers Right angles (identifying angles greater or less than a right angle)	Word Problems Addition and Subtraction <ul style="list-style-type: none"> - Adding 3 digit numbers - Subtracting multiples of 10 - Small differences Exam Practice Money Adding and Subtracting <ul style="list-style-type: none"> - Adding 3 digit numbers - Using and applying Linking Multiplication and Division Area Data Handling Carroll/Venn diagrams Counting in tenths

Year 3 English			
	Autumn Term	Spring Term	Summer Term
Writing	Description of story setting with a picture stimulus, Character descriptions, Acrostic poetry, Show and tell, Themed work on Northern Stage theatre visit, Letter writing.	Show and tell, Writing in paragraphs, Instructions. Book reviews	Themed work on production or author eg Roald Dahl Character descriptions, Postcards, Story writing, Newspaper articles, Letter writing, Book reviews Review of the year.
Grammar & Language	Capital letters and full stops, Adjectives, Question marks, Exclamation marks, Commas in lists, Verbs.	Nouns, Adjectives, Capital letters in text, Speech marks.	Conjunctions, Time connectives, Pronouns.
Comprehension	Weekly comprehension tasks based on class readers or linked to creative writing work.		
Class Reader	The Worst Witch	Group reading including reading aloud from a variety of different class reading books	

Year 3 Science		
Autumn Term	Spring Term	Summer Term
<p>Materials and their properties Review materials and their properties; distinguish objects and materials; describe & compare materials in terms of their properties; why materials are used; different of the same material; properties of glass.</p> <p>Magnets and springs Materials magnets will attract: materials magnets will not attract; uses of magnets; magnets attract and repel each other.</p>	<p>Rocks and soils Uses for rocks e.g. to build things; structure, texture and colour of rocks; grouping rocks and soils; using appropriate scientific terms and language; erosion of rocks; rock formation; sedimentary, igneous and metamorphic rocks; soil samples - colour and texture; size of particles; separating soils by sieving.</p> <p>Helping plants grow well Plants as food and other uses; plants grow; roots, stems and leaves; measuring plants; factors which affect growth – water, temperature, light.</p>	<p>Teeth and healthy eating Why we need to eat; foods for good health; varying diets; animals diets; carnivores, herbivores & omnivores; teeth; functions & shape of different teeth; structure of a tooth; keeping teeth healthy; some foods can be damaging to our teeth.</p> <p>Light and shadow Formation of shadows; light sources, the shape of shadows; different types of shadow from opaque of transparent materials; how and why shadows change during the day; the sun at midday; the Earth spins on its axis.</p>

Year 3 Geography		
Autumn Term	Spring Term	Summer Term
<p>Map Work Bird's Eye Views Positions Points of the compass, extending to NE, NW, SE, SW Basic map symbols Grid references Using keys Reading Simple Maps Continents and Oceans of the World Northern and Southern Hemisphere Equator</p> <p><u>Welcome to the UK</u> Which countries form the UK? Major Cities</p>	<p><u>Climate</u> Locate climate zones Climate patterns around the world Biomes and vegetation belts Polar climate Deserts Climate and weather in the UK</p>	<p><u>Where Does Our Food Come From?</u> Mapwork Fair Trade The journey to our plate Importance of trade Climate needed for different foods. Fruits of the world</p> <p><u>Possible Activities</u> Farm Visit Visit to a food shop</p>

Year 3 History		
Autumn Term	Spring Term	Summer Term
<p><u>My Personal History</u> Passport My timeline Family Tree</p> <p><u>The History of the RGS</u> Looking for clues Using artefacts The Tudor classroom Key events in the history of the RGS Making comparisons between school now and then</p> <p><u>Remembrance Day</u> What is Remembrance Sunday? The Cenotaph Royal British Legion The significance of a poppy</p> <p><u>Possible Activities</u> Visit to the Senior School War Memorials, Newcastle</p>	<p><u>Romans</u> The Roman Empire Reasons for invasion The Roman Army A Roman Soldier A Roman Standard Hadrian's Wall Boudica Life on the Fort The Bathhouse The Roman Hypocaust Mosiacs The End of the Empire</p> <p><u>Possible Activities</u> Arbeia Roman Fort, South Shields</p>	<p><u>Stone Age to Iron Age</u> Periods and eras of the British History Daily Life Hunter Gatherers to Farmers Communication Weapons and Tools Iron Age Hill Forts Skara Brae Stonehenge How life changed</p> <p><u>Possible Activities</u> Great North Museum, Newcastle</p>

Year 3 French		
Autumn Term	Spring Term	Summer Term
Greetings Names Classroom instructions Family Christmas.	Numbers 0-30 Classroom objects Colours Days of the week/months of the year Describing the weather.	Directions Pets Study of a story in French Revision of topics covered.

Year 3 D&T		
Autumn Term	Spring Term	Summer Term
Pneumatic Systems - Moving Monsters Levers - Pop Up Cards	Food Technology - Dips and Dippers Food Technology - Fruit Cocktails	Textiles - Puppets Textiles - Purses and Wallets

Year 3 Drama Programme of Study		
Autumn Term	Spring Term	Summer Term
<p><u>Introduction to Drama</u></p> <p>Children will develop their confidence on stage and be creative in lessons! They will be able to narrate a simple story or script and use simple gesture, facial expression and body language to convey characters. They will work on creating short scenes using dialogue and interaction.</p> <p><u>Christmas Production</u></p> <p>Children will work with Year 4 students to create a Christmas Play to be performed to parents at Jesmond United Reformed Church at the end of term. They will rehearse in drama and music lessons.</p>	<p><u>Creating characters through improvisation and movement</u></p> <p>Children will develop their use of gesture, facial expression and body language to convey a range of characters. They will study the use of voice to show emotion and improvise scenarios based on short descriptive phrases.</p> <p><u>Adapting story books and imagery poems to simple plays</u></p> <p>Children will develop characters through improvisation based on simple poetry and storytelling. They will listen to stories and poems and extract parts that can be performed through actions. They will mime simple stories and poems and work with their peers to devise entertaining pieces of drama.</p>	<p><u>Atmosphere through music in theatre</u></p> <p>Children will identify how music changes atmosphere on stage and in film. They will respond to a variety of musical pieces that are well known to them from TV and film. Children will think about expression and gesture appropriate to different musical genres.</p> <p><u>Developing plays</u></p> <p>Children will devise their own plays in small groups and perform them to their classmates. They will think about props and costumes suitable for their piece. Children will give positive constructive feedback to their peers.</p>

Year 3 PDS		
Autumn Term	Spring Term	Summer Term
Relationships: Healthy relationships in and out of school World religions/Christmas	Health and Wellbeing: Keeping safe and healthy Places of worship	Living in the Wider World: Taking care of the environment Founders and figures of faith

Year 3 Music Programme of Study 2015-16

Autumn Term	Spring Term	Summer Term
<p>Notation.</p> <p>Performance of pieces combining simple rhythmic and melodic ideas from fingering diagrams for pitch and traditional notation for rhythm, using ocarinas.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Crotchet, quaver, minim, semibreve, crotchet rest, treble clef pitches, stave, bar, barline, repeat mark, 4/4 and 3/4 time signatures; notes of D major scale. • Timbre: String, Wind, Brass and Percussion sections of the orchestra. <p>Carol Service preparation.</p> <p>As well as traditional congregational carols, songs and words for a Year 3 and 4 Nativity play will be learnt.</p> <p>Developing performance skills:</p> <ul style="list-style-type: none"> • For a specific place, • For a specific occasion, <p>Developing singing skills:</p> <ul style="list-style-type: none"> • Accuracy, • Expression, • Physical presentation. 	<p>Name Compositions.</p> <p>The rhythms of students' names are ordered and combined to create a composition.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Beat, rhythm, ostinato • Structure, • Texture, • Timbre: names and sounds of, and techniques for playing, classroom percussion instruments. • <p>Music and Stories.</p> <p>Sound effects are added to a spoken story; instrumental effects to a sung story. "BBC 10 Pieces" resources on Grieg;s "Hall of the Mountain King" will also be used to supplement this activity.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Tempo, beat, rhythm • Dynamics • Timbre 	<p>Folk songs.</p> <p>Northumbrian songs are learnt about local heros, legends and events, to which are added percussion accompaniments.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • What makes a folk song? • Drone, ostinato, • Performance: effects of tempo and dynamics. <p>Garden compositions.</p> <p>Two sections of a picture – grassy and watery garden – are used to inspire composition.</p> <p>Musical concepts explored:</p> <ul style="list-style-type: none"> • Ternary (ABA) form, • Using elements of music to create repetition and contrast, • Notation, building on ideas introduced earlier in the year.

Year 3 Computing

Autumn Term	Spring Term	Summer Term
<p>Rules of Responsible use of computers, iPad and the Internet.</p> <p>Combining text with graphics and email Microsoft Word</p> <ul style="list-style-type: none"> -Choosing a suitable template. -Altering font, size and colour. -Adding shapes. <p>Linked to 'All about me.'</p> <p>Networking</p> <ul style="list-style-type: none"> -Understand that computers in a school are connected together. -Understanding why computers are connected together. -Learning about the difference between the Internet and the World Wide Web and complete research using the Internet. <p>Email</p> <ul style="list-style-type: none"> -An introduction to Email using Outlook Express (animal game). <p>We are animators</p> <ul style="list-style-type: none"> Easy Animate app. -Drawing functions -Onion skin tool -Altering camera speed <p>Linked to theatre trip to Northern Stage.</p> <p>E-Safety focus in lesson starters using Kara Winston and the Smart Crew and Hector's World.</p> <p>Digital Literacy and Citizenship</p> <ul style="list-style-type: none"> -Powerful Passwords -Staying Safe Online -Writing Good e-mails 	<p>Reminder of e-safety key messages. Safer Internet Day: Tuesday 9th February</p> <p>Combining text with graphics Keynote presentation</p> <ul style="list-style-type: none"> -Choosing a suitable template. -Adding text and altering font/size/colour. -Adding transitions. -Importing images. <p>Linked to History topic: Celts/Romans.</p> <p>We are meteorologists -iMovie</p> <ul style="list-style-type: none"> -Camera to film and take photos. -Adding transitions. <p>Adding text. Adding voiceover.</p> <p>Linked to geography topic: weather report and forecast.</p> <p>Linked to history topic: retelling the story of Boudicca.</p> <p>Digital Literacy and Citizenship Screen Out the Mean (Cyberbullying)</p> <p>Pupils learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.</p> <p>My Online Community</p> <p>Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p>Showing Respect Online</p> <p>Pupils explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p>	<p>Reminder of e-safety key messages.</p> <p>Databases</p> <p>Junior Viewpoint databases Top Trumps databases using Microsoft Excel</p> <p>We are bug fixers Algorithms</p> <ul style="list-style-type: none"> -Understanding the term algorithm -Write and algorithm in a flow chart -Understand and use repetition within algorithms <p>We are programmers</p> <ul style="list-style-type: none"> -Write and test programs. -Understand that programs are executed by following a sequence of instructions. -Use logical reasoning to predict the behaviour of simple programs. -Design and write programs that accomplish specific goals. <p>Digital Literacy and Citizenship Follow the Digital Trail</p> <p>Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it</p>

Year 3 Physical Education

Autumn Term	Spring Term	Summer Term
<p>Gymnastics.</p> <p>Basic shapes, jumps, rolls. Body control.</p>	<p>Dance</p> <p>Perform dances using a range of movement patterns. Introduction of ball skills.</p>	<p>Ball skills:</p> <p>Using various different sizes of balls and different strategies. Throw, catch, footwork.</p> <p>Short tennis:</p> <p>Familiarisation of racket, grip and balance Emphasis on basic stroke play.</p>

Year 3 Games

Autumn Term	Spring Term	Summer Term
<p>General fitness.</p> <p>Boys. Rugby. Introduce the game of rugby through tag.</p> <p>Girls. To half term, netball. Understanding of basic principles: ball familiarisation. After half term, hockey. Understanding of basic passing techniques, rules of the game through play.</p>	<p>Cross-country, long distance, interval training, steps work.</p> <p>Boys. To half term, football. Ball familiarization, simple passing, shooting and dribbling skills. Identification of space and control through small sided games. After half term, hockey. Understanding of basic passing techniques, rules of the game through play.</p> <p>Boys and Girls. Athletics. Looking at the basics of the run, jump and throw.</p> <p>Girls. Netball. Sending and receiving, maintaining possession. Hockey. Understanding of basic passing techniques, shooting, dribbling, rules of the game through play. After half term, football. Ball familiarisation, learn through play.</p>	<p>Boys and Girls. Athletics. Introduction to different running events. Work on jumping and throwing events.</p> <p>Boys. Cricket: Concentration on basic ball skills using tennis or wind ball, through Kwik cricket.</p> <p>Girls. Rounders. Using a soft ball, introduction to the rudiments of the game.</p>

Year 3 Swimming

Autumn Term	Spring Term	Summer Term
<p>Assessment of ability. Water skills and stroke introduction</p>	<p>Water skills and stroke introduction Shallow diving Stroke development with floats Stamina work</p>	<p>A continuation of: Water skills and stroke development Shallow diving Personal survival skills</p>

Year 3 Art

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Portraits	Weather and Seasons	Animals	Flower studies	Roman Art	Seascapes
Painting	Great artist study: Picasso. Self-portrait	Winter blown trees Painting fireworks	Favourite animals	Great artist study- Georgia O'Keefe flower polystyrene printing Great artist study: Hundertwasser	Roman shields	Lighthouses Printmaking seaside objects
Drawing	Traditional portraits Silouhette of me Great artist study: Paul Klee portraits	Great artist study: Vincent Van Gogh Christmas card and calendar		Observational drawings of flowers	Roman portraits	
Sculpture		Salt dough decorations	Clay hedgehogs Newspaper sculpture: Snakes		Roman pots	
Textiles	Self-portrait photo weaving Stained glass window portraits	Great artist study: Wassily Kandinsky	Stained glass window animals	Great artist study: Van Gogh Sunflowers	Roman mosaics	Seaside collage