



KS2 Curriculum Cycle Year 3

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Subject	Autumn – WW2	Spring – Natural Disasters	Summer – Romans
English	Texts: Arun: Adolphus Tips Adur: Letters to the Lighthouse Rother: Letters to the Lighthouse	Texts: Arun: Boy Overboard Adur: Rescue Rother: Rescue	Texts: Arun: Escape from Pompeii Adur: A gladiator stole my lunchbox Rother: A gladiator stole my lunchbox
Maths	<ul style="list-style-type: none"> • Place value (all) • Addition and subtraction (Y3,4,5,6) • Multiplication and division (Y3,4,5,6) • Fractions (Y6) • Length, Perimeter & Area (Y4/5) • Statistics (Y5) Converting Units (Y6)	<ul style="list-style-type: none"> • Multiplication and Division (Y3/4/5) • Money (Y3/4) • Statistics (Y3/4) • Length and Perimeter (Y3/4/5) • Fractions (Y3/4/5) • Decimals (Y4,5,6) • Percentages (Y5,6) • Algebra (Y6) • Perimeter, area and volume (Y6) • Position and direction (Y6) 	<ul style="list-style-type: none"> • Fractions (Y3) • Time (Y3,4) • Statistics (Y3,4,6) • Properties of Shape (all) • Mass and capacity (Y3) • Decimals (Y4,5) • Money (Y3,4) • Position and direction (Y4,5) • Converting units (Y5) • Volume (Y5)
History	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Why did WWII start? • How did life in Britain change during the war? • Timeline of events during the war. Achievements of significant people during the war.		<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Legends and facts of the Roman Empire. • Life in Britain before the Romans. • Roman entertainment. • Roman Army • Legacy.
Geography	<u>Locational Knowledge:</u>	To recognise changes in the local and global environment	<u>Human & Physical Geography</u>



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	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Which countries were involved in the war? Locations and borders • Land use – why were certain area bombed? Why were evacuees sent to the countryside? Why was Britain more vulnerable from air attacks? 	<ul style="list-style-type: none"> • To recall what causes an earthquake • To demonstrate how wind or water has affected the geography of an area. • To produced a labelled diagram of different parts of a volcano • To outline features of the water cycle • To indicate how things change by referring to the physical and human features of the landscape 	Physical geography, including: volcanoes - Pompeii
Science	<p>Forces & Magnets (3)</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • 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 • Describe magnets as having 2 poles 	<p>Light (3)</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object <ul style="list-style-type: none"> • Find patterns in the way that the size of shadows change <p>Plants (3)</p>	<p>Animals including humans (3)</p> <ul style="list-style-type: none"> • 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 • Identify that humans and some other animals have skeletons and muscles for support, protection and movement <p>All living things and their habitats (4)</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways - Vertebrae/non vertebra (fish,



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<p>Rocks (3)</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter <p>Electricity (4)</p> <ul style="list-style-type: none"> • Common appliances • Simple circuits with equipment • Testing circuits • Switches • Conductors / insulators <p>Sound (4)</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear 	<ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • Investigate the way in which water is transported within plants <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Animals including humans (4) (Digestion and teeth)</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Properties & changes of materials (5)</p> <ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, 	<p>amphibians, mammals etc) Yes No chains</p> <ul style="list-style-type: none"> • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things <p>States of matter (4)</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Animals, including humans (5)</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age <p>Living things and their habitats (5)</p>
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<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it • Recognise that sounds get fainter as the distance from the sound source increases • Find patterns between the volume of a sound and the strength of the vibrations that produced it <p>Earth and Space (5)</p> <ul style="list-style-type: none"> • Describe the movement of the Earth and other planets relative to the sun in the solar system • Describe the movement of the moon relative to the Earth • Describe the sun, Earth and moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>Forces (5)</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	<ul style="list-style-type: none"> • including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Demonstrate that dissolving, mixing and changes of state are reversible changes <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Animals including humans (6)</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Reproduction of plants and animals • Sexual and asexual reproduction. <p>Evolution and inheritance (6)</p> <ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution <p>Living things and their habitats (6)</p> <ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
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	<ul style="list-style-type: none">• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces• Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Light (6)</p> <ul style="list-style-type: none">• Recognise that light appears to travel in straight lines• 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• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Electricity (6)</p> <ul style="list-style-type: none">• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit• compare and give reasons for variations in how components function,	<ul style="list-style-type: none">• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• Describe the ways in which nutrients and water are transported within animals, including humans <p>Evolution and inheritance (6)</p> <ul style="list-style-type: none">• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	
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	<p>including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <ul style="list-style-type: none"> • use recognised symbols when representing a simple circuit in a diagram 		
Art	<p>Drawing (Underground Shelters) Henry Moore</p> <ul style="list-style-type: none"> • use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; • depict movement and perspective in drawings; • use a variety of tools and select the most appropriate; • use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. 	<ul style="list-style-type: none"> • Look at the digital photo collage artwork of • Hannah Hoch • Look at a biography of who Hannah Hoch was • and when and how she became known for her • photomontage artwork • Take a landscape photo, change the scale, • brightness and contrast of the image • Select images and use fragments of photos to • create a photo collage in the style of Hannah • Hoch depicting a natural disaster 	<p>Printing</p> <p>Using more than one colour to layer in a block</p> <p>Represent patterns from observations</p> <p>Make printing blocks an repeating patterns</p> <p>UKS2 : improve and further develop skills in block printing</p> <p>Create and arrange accurate patterns</p> <p>Use key vocabulary</p>
DT	<p>Spitfires (3D modelling)</p> <ul style="list-style-type: none"> • Use objects around us to form sculptures • Use wires to create malleable forms <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc).</p>	<ul style="list-style-type: none"> • Explain how a small event led to a larger • significant event in Design and Technology • which helped shape the world. • Look at Benjamin Franklin and the kite • experiment. • Use research to create ideas and refine them • to develop design criteria. 	<p>Mosaics</p> <ul style="list-style-type: none"> • To design a border for a printed mosaic. • Make informed choices on colour/design, based on prior knowledge and experience. <p>Use mosaic tiles to create a class mosaic.</p>



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		<ul style="list-style-type: none"> • Build and join strong frame structures and • stiffen materials. • Apply their understanding of where and how kites need stiffening. 	
Computing			
PE	<p>Autumn 1 - Floor Gymnastics – Develop flexibility, strength, technique, control and balance. P Sport – Netball</p> <p>Autumn 2 - Dance – Movement patterns and comparing performances. P Sport – Hockey</p>	<p>Spring 1 - Multi Skills & Fitness Circuits Develop flexibility, strength, technique, control and balance. P Sport – Tag Rugby</p> <p>Spring 2 - Gymnastics (including apparatus) – Develop flexibility, strength, technique, control and balance. P Sport – Cricket</p>	<p>Summer 1 – Athletics –track and field, include sports day prep P Sport – Tennis</p> <p>Summer 2 – Rounders P Sport – Football</p>
Music	<p>Arun Let your spirit fly Glockenspiel 1</p> <p>Adur Mamma Mia Glockenspiel 2</p> <p>Rother The Fresh prince of Bel-air Dancing on the street</p>	<p>Arun Three little birds Stop!</p> <p>Adur Lean on me Living on a prayer</p> <p>Rother Make you feel my love Happy</p>	<p>Arun Blackbird Reflect, rewind and replay - Year 4</p> <p>Adur Classroom Jazz 1 Reflect, rewind and replay- Year 5</p> <p>Rother Classroom Jazz 2 Reflect, rewind and replay- Year 6</p>
RE	Year 3 - UC: Creation	Year 3 - UC: Gospel What kind of world did Jesus want?	Year 3 - EP: Other faiths



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<p>What do Christians learn from the creation story (core)</p> <p>UC: Incarnation What is Trinity?</p> <p>Year 4 - UC: Creation What do Christians learn from the creation story (Digging deeper)</p> <p>UC: People of God What is it like to follow God?</p> <p>Year 5 - UC: God What does it mean if God is Holy and loving?</p> <p>UC: Incarnation Was Jesus the Messiah?</p> <p>Year 6 - UC: Creation Creation and Science: conflicting or complementary?</p> <p>UC: Kingdom of God What kind of king is Jesus?</p>	<p>UC: Salvation Why do Christians call the day Jesus died "Good Friday?" (Core)</p> <p>Year 4 - EP: Other Faiths What symbols and stories help Jewish people remember their covenant with God?</p> <p>UC: Salvation Why do Christians call the day Jesus died "Good Friday?" (Digging Deeper)</p> <p>Year 5 - EP: Other Faiths What does the Qur'an reveal about Allah and his guidance?</p> <p>UC: Gospel What would Jesus do?</p> <p>Year 6 - EP: Other faiths How does tawhid create a sense of belonging in the Muslim community?</p> <p>UC: Salvation What difference does the resurrection make for Christians?</p>	<p>Why does a Hindu want to collect good karma?</p> <p>EP: Other faiths How does a Muslim show their submission and obedience to Allah?</p> <p>Year 4 - EP: Other faiths Why do Muslims call Muhammed the "Seal of the Prophets?"</p> <p>EP: Other faiths How does the story of Rama and Sita inspire Hindus to follow their dharma?</p> <p>Yea 5 - EP: Other faiths What is holiness for Jewish people: a time, an object or something else?</p> <p>EP: Other faith How do questions about Brahman and Atman influence the way a Hindu lives?</p> <p>Year 6 - Other Faiths: What is a good life? Do you have to be religious to lead a good life?</p> <p>Other faiths:</p>
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			Are freedom and justice important in the world?
French	Instruments Vegetables	Goldilocks and the three bears In the classroom	Habitats My family
PSHE/RSE	5-8 <ul style="list-style-type: none"> • Staying Safe • Window Safety • Safety Summative Assessment • Fire Station Visit • Fire Safety Summative Assessment • Medicine • Healthy Summative Assessment 	5-8 <ul style="list-style-type: none"> • Stealing • Being Responsible Summative Assessment • Grief/ Loss • Feelings and Emotions Summative Assessment • Computer Safety - Making Friends Online • Online Safety Summative Assessment 	5-8 <ul style="list-style-type: none"> • Looking After Our World • Our World Summative Assessment • Touch • Relationships Summative Assessment 8-11 <ul style="list-style-type: none"> • Puberty (Year 5 & 6 only) • (Growing and Changing) Adult and Children's Views (Year 5 only) • Conception (Year 6 only) • Growing and Changing Summative Assessment (Year 6 only)
Trips	Newhaven Fort	Science Museum London	Fishbourne Roman Palace