Every child Every chance Every day

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Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 3

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
• Confident understanding of the concept of prehistory and the Stone Age as a period before written records. • Be able to recognise key features of the Stone Age, including the use of stone tools, hunter-gatherer lifestyles and cave paintings • Be able to be curious and identify significant developments such as the transition from the Palaeolithic to the Neolithic era and the advent of agriculture • Confidently know how early humans lived, communicated and adapted to their environments during the Stone Age. • Understand the chronological placement of the Roman civilisation in history, including its rise, peak and decline. • Children will know the geography of the Roman Empire and its expansion over time. • Children will be able to confidently talk about Roman society, including its social structure, daily life and cultural practice. • Will be able to courageously recall significant figures and events from Roman history, • Identify the main Roman achievements • Understanding the impact that the Romans have on society and life today. • Place the time studied on a time line • - Confidently use dates and terms related to the study unit and passing of time • Confidently sequence several events or artefacts • Curiously find out about every day lives of people in time studied • Compare with our life today	• Use correct geographical words to describe a place or physical feature. • Locate the major mountain ranges, deserts and rivers of the world. • Name some northern/southern hemisphere countries, including their capital cities. • Name & locate some European capital cities • UK - Communication, roads, motorways, transport in Britain, major cities, landscape, changes over time. • Compare similarities and differences between region of the UK and a region in Africa. • Use a globe, world map to locate key places. • Use simple ordnance survey symbols & grid references, local maps of the area.	• Develop and record ideas using sketchbooks, exploring and refining different approaches • Use a range of materials creatively to design and make artwork, confidently applying knowledge of colour, pattern, texture, line, shape, form, and space • Draw with increasing accuracy from observation, memory, and imagination, showing proportion and adding detail and shading • Mix and use colour more precisely, including creating different tones and beginning to explore shades and tints • Use a variety of techniques (drawing, painting, printing, collage, and sculpture) with control and increasing skill • Create more complex 2D and 3D pieces, selecting and combining materials effectively • Use sketchbooks to experiment, plan, and improve work • Study and discuss the work of artists, architects, and designers, describing similarities and differences • Use artistic vocabulary (e.g. tone, texture, pattern) to evaluate their own work and that of others • Make informed links between their work and the styles and techniques of studied artists • Improve and refine their work, explaining choices and making adjustments • Work independently and collaboratively, showing resilience and pride in their work	• Use research to design functional, appealing products that are aimed at a particular group and are fit for purpose • Select from a wider range of tools and materials to perform practical tasks • Investigate and analyse a range of existing products • Apply their knowledge of how to strengthen and reinforce more complex structures • Understand and use mechanical systems in their products • Know how to cook and apply the principles of nutrition and healthy eating to be able to feed themselves and other affordably and well • Understand where food comes from • Understand seasonality and know where and how a variety of ingredients are grown









- Confidently identify reasons for and results of people's actions
- Understand why people may have wanted to do something
- Confidently identify and give reasons for different ways in which the past is represented
- Distinguish between different sources, compare different versions of the same story
- Curiously look at representations of the period (museum, cartoons etc)
- Use a range of sources to find out about a period
- Observe small details – artefacts, pictures
- Select and record information relevant to the study

RE

- Pupils understand that worldviews are often expressed through seasons, cycles, and repeated practices.
- They recognise that routine and repetition (e.g. festivals and rituals) are important and can be studied through observation.
- Pupils know that rituals are key parts of many festivals and may involve specific clothing, food, and artefacts.
- They understand that worldviews can be expressed in different ways to others.
- Pupils learn that places can influence how people think, feel, and act.
- They understand that ideas like peace and reconciliation are important in many worldviews.
- Pupils begin to recognise that some important ideas (e.g. love, forgiveness, peace) are abstract but still meaningful.

COMPUTING

Coding

- I know that flowcharts can be used to represent and explain algorithms, and that design documentation helps plan both how a program looks and how it works. I understand the difference between timer-after and timer-every commands, and when each should be used. I know that repeat commands allow actions to happen multiple times, and that code blocks can be nested to control how a program runs. I understand that programs need to be tested and debugged to ensure they work correctly.

Micro:bits

- I know that a micro:bit is a programmable device that needs coded instructions to work. I understand that the order (sequence) of instructions affects how a program runs, and that loops and timers can be used to create repeated or animated effects. I know that inputs and outputs describe how data moves in and out of a computer, including buttons and the accelerometer as inputs, and the LED display and sound as outputs.

Touch Typing

- I know that correct posture and finger positioning help improve typing speed and accuracy. I understand how the keyboard is organised, including letters, numbers, punctuation and symbols, and how the shift key is used to access capital letters and additional characters. I know that accurate typing, including correct use of spaces, capital letters and punctuation, supports clear and effective communication.

Spreadsheets

- I know that spreadsheets can be organised into sheets, rows, columns and cells, and that tools such as merging cells and copying data improve efficiency. I understand that formulae and functions are used to perform calculations on data, and that different functions (such as SUM, AVERAGE, MIN and MAX) are used for different purposes. I know that spreadsheets can be used to analyse data and solve problems, and that selecting appropriate tools and functions helps produce accurate and clear results.

Presentations

- I know that presentation software can be used to organise and present information clearly. I understand how design choices,









			such as layout, text formatting, images, animations and transitions, affect how a presentation looks and engages an audience. I know that slide notes can support speaking, and that presentations are used to communicate ideas effectively to others. **Email** • I know that there are different ways to communicate, and that each has strengths and weaknesses. I understand what email is and when it is used, including how attachments allow files to be shared. I know the importance of email safety, including only opening messages and attachments from trusted sources, and following rules to stay safe when communicating online. **Digital Literacy** • I know that strong, unique passwords help protect accounts and that weak or shared passwords can lead to unauthorised access and privacy breaches. I understand how to use communication tools safely and that there are multiple ways to report concerns about content or contact. I know that search results need to be checked for relevance and reliability, and I understand the importance of behaving respectfully and responsibly online.
SCIENCE-Teach discretely but link where relevant)	**CORE SKILLS** Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
Animals including Humans - 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 **Light**	**READING** • To read books written at an age-appropriate interest level and at a speed that is sufficient for them to focus on understanding what they have read. • To use their phonic knowledge to decode most new words outside of their spoken vocabulary (support with longer, unfamiliar words). • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read further exception words (Year 3/4), noting the unusual correspondences between spelling and sounds and where they occur in the words. • Develop understanding and enjoyment of stories, plays and non-fiction and learning to read silently.	**WRITING** • Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write. • To begin to use ideas from their own reading and modelled examples to plan their writing, and discuss and record ideas. • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • To begin to organise paragraphs around a theme. • In narratives, create settings, characters and plot. • In non-narrative, use simple organisational devices and begin to use	**MATHS** **Adding and subtracting across 10** • Add and subtract across 10. • Secure fluency in addition and subtraction facts that bridge 10, through continued practice. **Numbers to 1,000** • Know that 10 tens are equivalent to 1 hundred, and that 100 is 10 times the size of 10; apply this to identify and work out how many 10s there are in other three-digit multiples of 10. • Recognise the place value of each digit in three-digit numbers, and compose and decompose three-digit numbers using standard and non-standard partitioning. • Reason about the location of any three-digit number in the linear number system, including identifying the previous and next multiple of 100 and 10.



- recognise that they need light in order to see things and that dark is the absence of light - 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 **Rocks** - 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 **Forces and Magnets** - notice that some forces need contact between two objects, but magnetic forces can act at a distance - describe magnets as having two poles **Plants** - identify and describe the functions of different parts of flowering plants: roots,	• To begin to use appropriate intonation and volume when reading aloud. • To listen frequently to stories, poems, non-fiction and other writing, including whole books so that they build on what was taught previously and can develop fluency and pace. • Recognise, listen to and discuss, in both books that are read to them and that they read to themselves, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Take turns and listen to what others say. • Read books that are structured in different ways and reading for a range of purposes. • Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. • Identify themes and conventions in a range of books. • Justify their views about what they have read, with support at the start of Year 3. • To identify how language, structure, and presentation contribute to meaning. • Identify main ideas drawn from more than one paragraph and summarise. • To begin to use dictionaries to check the meaning of words that they have read. • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. • Discuss author's words and phrases for effect and that capture the reader's interest and imagination. • Ask questions to improve their understanding of a text, including some simple inference questions based on characters' feelings, thoughts and motives.	headings and sub-headings to aid presentation. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements, propose changes to grammar and vocabulary. • To proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group using appropriate intonation. • To form nouns using a range of prefixes. • To use a or an according to whether the next word begins with a consonant or a vowel. • To begin to understand word families based on common words, showing how words are related in form and meaning. • Use conjunctions (when, so, before, after, while, because) to express time, place and cause. • Use adverbs and prepositions, (e.g. before, after, during, in, because of) to express time, place and cause. • Use perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases that provide detail and interest with preposition phrases • Make deliberate ambitious word choices to add detail and to consolidate, develop and build a rich vocabulary in order to express their ideas. • Introduction of inverted commas to punctuate speech. • To use a neat, joined handwriting style with increasing accuracy and speed. • Continue to use diagonal and horizontal strokes that are needed to join letters and	• Divide 100 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 100 with 2, 4, 5 and 10 equal parts. • Calculate complements to 100. • Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). **Right angles** • Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations. **Manipulating the additive relationship and securing mental calculation** • Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part–part–whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction. **Column addition** • Add and subtract up to three-digit numbers using columnar methods. **2, 4, 8 times tables** • Apply known multiplication and division facts to solve contextual problems with different structures, including quotitive and partitive division. • Recall multiplication facts, and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number. • Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 10). **Column subtraction**









stem/trunk, leaves and flowers	• Draw inference such as inferring characters' feelings, thoughts and motives from their actions, and begin to justify simple inferences with evidence. • Predict what might happen using evidence from the text (details stated/implied). • Recognise some different types of poetry. • Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud, showing understanding through intonation, tone, volume and action. • Develop their knowledge and skills in reading non-fiction about a wide range of subjects. • Retrieve and record information from non-fiction. • Begin to identify main ideas drawn from more than one paragraph and summarise.	understand which letters, when adjacent to one another, are best left un joined.	• • Add and subtract up to three-digit numbers using columnar methods. **Unit fractions** • Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • Find unit fractions of quantities using known division facts (multiplication tables fluency). • **Non-unit fractions** • Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • Reason about the location of any fraction within 1 in the linear number system. • Add and subtract fractions with the same denominator, within 1. **Parallel and perpendicular sides in polygons** • • Draw polygons by joining marked points, and identify parallel and perpendicular sides.

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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3					
The UK (Geography)	**Stone Age (History)**	**Rivers and Mountains (Geography)**	**Castles (History)**	**Africa (Geography)**	**Celtic Britain and The Romans (History)**
• Explore the 8 points on a compass and use to explain location. • Explore the countries in the UK and locate the main cities. • Name and locate counties using map skills and compasses. • Explore grid references with using maps with symbols and keys. • Describe and understand human and physical geography in the UK. • Compare a UK city with a European or South American City (Human and Physical Features)	• To recognise key features of the Stone Age, including the use of stone tools, hunter-gatherer lifestyles and cave paintings • Understand how developments such as the transition from the Palaeolithic to the Neolithic era changed the lives of Stone Age people. • Look at how Stone Age homes changed and compare to modern houses. • Stone Age Visitor • Understand the concept of prehistory and the Stone Age as a period before written records.	• Locate the major mountain ranges, deserts and rivers of the world.	• Local history study • Understand how castles have evolved over time. • Understand the purposes of a castle and identify their features.	• Physical and man-made landscape of the UK – rivers, mountain ranges, major cities/towns, Motorways Industry etc., • Physical and man-made landscapes of the Nuneaton and Nuneaton's past (mining). • My local area within UK • Mapping my locality –e.g. shops, industry, transport.- Opportunity to walk around. • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in Africa. •	• Understand the chronological placement of the Roman civilisation in history, including its rise, peak and decline. • Children will know the geography of the Roman Empire and its expansion over time. • Children will be able to confidently talk about Roman society, including its social structure, daily life and cultural practice. • Will be able to courageously recall significant figures and events from Roman history, • Identify the main Roman achievements • Understanding the impact that the Romans have on society and life today. • Place the time studied on a time line •









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EXPRESSION

MUSIC

- Sing a tune with expression.
- Play clear notes on instruments.
- Know all the different elements and use some in own composition.
- Can appreciate and understand music (classical and world music).
- Develop and understanding of genres place on a timeline - Reggae, New Romantic, Pop music
- Create repeated patterns on different instruments
- Compose simple melodies and songs.
- Create accompaniments for tunes.
- Listen to and appraise live and recorded music
- Identify twp genres of music on a timeline
- Use musical words to describe a piece of music and compositions
- Copy back simple rhythmic patterns using voices and instruments.
- Use crochets, minims and semibreves and their rests in improvisations.
- Use musical words to describe what I like and do not like about a piece of music.
- Identify work of one famous composer

PHYSICAL EDUCATION

GAMES

- Throw and catch with control and accuracy.
- Use of skills to take part in competitive play.
- Know and use rules of a game fairly.
- Can use appropriate passes for the sport.
- Can use space to their advantage

GYMNASTICS/DANCE

- Adapt sequences to suit different types of apparatus and criteria.
- Explain how strength and suppleness affect performance.
- Compare and contrast gymnastic sequences
- Use expression and feeling through movement

SWIMMING

- Swim a short distance using one constant stroke
- Use basic breathing skills when swimming
- Submerge, sink, roll and rotate underwater
- Have a basic knowledge of water safety

KEY VOCABULARY

HISTORY

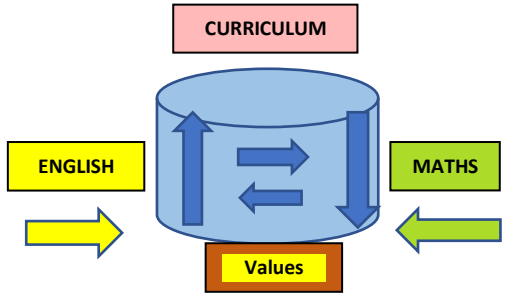
Pre-History prehistoric Palaeolithic, Mesolithic Neolithic periods
Ice age, Stone Age
Iron Age, Bronze Age
stone tools (flint)
BC and AD
hunter gatherers
Skara Brae
Stonehenge/Lascaux
Ancient Egypt, Cairo Pyramid, Sphinx , Valley of the Kings, River Nile, Afterlife, hieroglyphics canopic jars, mummy, mummification papyrus, Pharaoh, sarcophagus. Tutanhamun

GEOGRAPHY

Our Global World: Continents, Oceans, Poles, Equator, Tropics. (cancer and Capricorn)
Major countries – China, USA, Canada, India, South Africa, Australia, Brazil.
Rivers – Amazon, Nile, Indus, Hudson.
Mountain Ranges – Himalayas, Rockies, Deserts- Sahara, Gobi.

CURRICULUM SCHEMA

- Link Learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



FRENCH

- **Listening:** Develop understanding of individual letters and groups of letters(phonics)
- **Speaking:** Correct pronunciation when speaking and start to see links between pronunciation and spelling

Applying knowledge learnt from the first set of phonic sounds taught
(CH OU ON OI)

VALUES

SCHOOL VALUES:

- Mindfulness
- Perseverance
- Respect
- Reflection
- Truth
- Aspiration
- Inspiration

BRITISH VALUES:

- Democracy
- Rule of Law
- Individual Liberty
- Respect & Tolerance

Where possible link examples of these values to topic/thematic work

CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-
Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing

PSHE

Promoting the PSHE curriculum as well as Values & Cultural Capital

Family and Relationships:

- To know that I can talk to trusted adults or services such as Childline if I experience family problems.
- To know that bullying can be physical or verbal.
- To know that bullying is repeated, not a one-off event.
- To know that violence is never the right way to solve a friendship problem



• **Writing:** Know a range of vocabulary related to familiar topics such as hobbies and food. Understand how to form simple sentences using the structure "I + verb" (e.g. *I play*, *I like*). • **Grammar:** Start to understand the concept of noun gender (masculine, feminine, neuter (if applicable) and the use of articles.			**Values and Personal Skills** – inc. British Values.	• o know that trust is being able to rely on someone and it is an important part of relationships. • To know the signs of a good listener. • To understand how to listen carefully and why listening is important. • To understand that there are similarities and differences between people. • To understand some stereotypes related to age. **Health and Well-being:** • To understand ways to prevent tooth decay. • To understand the positive impact relaxation can have on the body. • To know the different food groups and how much of each of them we should have to have a balanced diet. • To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. • To understand what a problem or barrier is and that these can be overcome. **Safety and the changing body**: **Citizenship:** • To understand that cyberbullying is bullying which takes place online. • To know the signs that an email might be fake. • To know the rules for being safe near roads • To understand that other people can influence our choices. • To know that bites or stings can sometimes cause an allergic reaction. • To know that it is important to maintain the safety of myself and others, before giving first aid. **Transition lesson**: coping strategies. • To understand that change often brings about more opportunities and responsibilities.









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DANCE AND DRAMA				**CULTURAL CAPITAL**
DANCE: • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group • can repeat, remember and perform phrases. **Cross curricular Music:** –Spanish or Italian. Music – from Italy; Vivaldi : The Four Seasons; Vikiong /Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.	**DRAMA:** • **DRAMA** • Participate in performance: - develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters; Use space and grouping, props and different ways to adapt to an audience**Cross Curricular Drama:** • Acting out & role play Greek myths;			• How important is the conservation of buildings & artefacts from our past? (Ancient Egypt) ▪ Change – Is change good? Is the world better now compared to …? – innovation tools (Pre-history) (Time Travellers) ▪ Championing a local cause. eg. Lack of local facilities – walk around the area. (Local Area) Aid for countries and people in disaster zones (Earthquake/Tsunami zones)Poor countries/ famine – (World Kitchen)







