



Weddington Curriculum Expectations

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

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Demonstrate control over the types of marks made with a range of media. Begin to use their sketchbook to collect and record visual information from different sources. Experiment with different effects and textures such as: blocking in colour, washes, thickened paint etc. Start to explore the colour wheel and begin to develop colour vocabulary. Plan, collect and develop ideas to help design and make models. Use a range of materials with increasing confidence, joining two parts safely and correctly. Evaluate an existing piece of artwork providing a personal opinion. Compare ideas, methods and approaches in their own and others 'work. 	<ul style="list-style-type: none"> 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
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		<ul style="list-style-type: none"> • Children can link their learning to theology, philosophy and human and social sciences. • They know the importance of seasons and cycles to some religions and other worldviews. • There is an understanding of the importance of peace and reconciliation and the views of some organised religions. • Children are more aware that interpretation can be literal, spiritual, metaphoric etc. • Pupils know that artists can communicate ideas through art, writing and architecture. • Pupils recognise the importance of ideas (love, forgiveness, peace etc) • Children are more secure in understanding the importance of routine and repetition to some worldviews (rituals and festivals) • Pupils have an increased knowledge of specific religious buildings, special places and rituals. 	<p>COMPUTING</p> <ul style="list-style-type: none"> • Reflect on previous learning to design, write and debug programs that achieve specific goals, including simulations of physical systems and use perseverance and decomposition to solve difficulties • Understand and use sequence, selection and repetition in programs and work with variables alongside various forms of input and output • Through class discussions and collaborative feedback functions on Purple Mash, understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. • Select, use and combine programs and internet services to accomplish goals, including collecting, analysing, evaluating and presenting data and information • Safely and responsibly use a variety of search engines to complete in-class research, while understanding the relevance and reliability of results • Through PSHE, online safety lessons and ongoing discussions, children continue to develop understanding of how to act and behave respectfully and responsibly online and be confident in knowing how to report concerns via a variety of paths.
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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.		
Plants	READING	WRITING	MATHS
<ul style="list-style-type: none"> identify and know the functions of different parts of flowering plants. explore the requirements of plants for life and growth how they vary from plant to plant Know how water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals, including humans</p> <ul style="list-style-type: none"> Know that things need the right types and amount of nutrition and that they cannot make their own food. identify that humans and some other animals have skeletons and muscles for support, protection and movement. Introduced to the main body parts associated with the skeleton and muscles. <p>Rocks:</p> <ul style="list-style-type: none"> Group rocks on the basis of their appearance and simple 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>Light</p>	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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 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. 	<p>Adding and subtracting across 10</p> <ul style="list-style-type: none"> Add and subtract across 10. Secure fluency in addition and subtraction facts that bridge 10, through continued practice. <p>Numbers to 1,000</p> <ul style="list-style-type: none"> 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. 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). <p>Right angles</p> <ul style="list-style-type: none"> 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. <p>Manipulating the additive relationship and securing mental calculation</p> <ul style="list-style-type: none"> Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure.



<ul style="list-style-type: none"> notice that light is reflected from surfaces. recognise that light from the sun can be dangerous. recognise how shadows are formed. find patterns in the way that the size of shadows changes. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> 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 understand which letters, when adjacent to one another, are best left unjoined. 	<p>Understand and use the commutative property of addition, and understand the related property for subtraction.</p> <p>Column addition</p> <ul style="list-style-type: none"> Add and subtract up to three-digit numbers using columnar methods. <p>2, 4, 8 times tables</p> <ul style="list-style-type: none"> 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). <p>Column subtraction</p> <ul style="list-style-type: none"> Add and subtract up to three-digit numbers using columnar methods. <p>Unit fractions</p> <ul style="list-style-type: none"> 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). <p>Non-unit fractions</p> <ul style="list-style-type: none"> 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.
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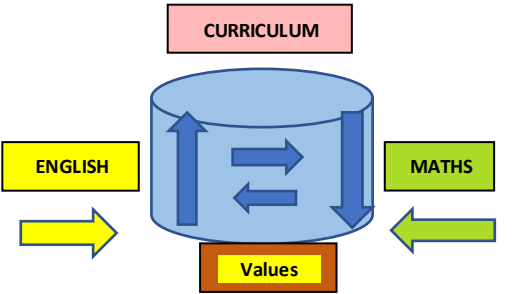
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			<p>Parallel and perpendicular sides in polygons</p> <ul style="list-style-type: none"> • Draw polygons by joining marked points, and identify parallel and perpendicular sides.
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 3					
The UK (Geography)	Stone Age (History)	Rivers and Mountains (Geography)	History	Celtic Britain and The Romans (History)	Africa (Geography)
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Locate the major mountain ranges, deserts and rivers of the world. 		<ul style="list-style-type: none"> • The achievement of the Ancient Egyptians – • Context of Ancient Egypt – early civilisation. River Nile, Pyramids, Valley of the Kings. Gods & beliefs, farming, art, culture. • Pharaohs -Tutankhamun 	<ul style="list-style-type: none"> • 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. <p>Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in Africa.</p>



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EXPRESSION	PHYSICAL EDUCATION		KEY VOCABULARY		CURRICULUM SCHEMA
<p>MUSIC</p> <ul style="list-style-type: none"> 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 	<p>GAMES</p> <ul style="list-style-type: none"> 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 <p>GYMNASTICS/DANCE</p> <ul style="list-style-type: none"> 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 <p>SWIMMING</p> <ul style="list-style-type: none"> 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 		<p>HISTORY</p> <p>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</p>	<p>GEOGRAPHY</p> <p>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.</p>	<ul style="list-style-type: none"> Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 
<p>FRENCH</p>	<p>VALUES</p>		<p>CULTURAL CAPITAL</p>		<p>PSHE</p>
<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences. Speak with others using simple words and phrases (Speak aloud familiar words or short phrases in chorus. Say what I like/dislike about a familiar topic. Recognise and understand familiar written words and short phrases. 	<p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> Mindfulness Perseverance Respect Reflection <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance <ul style="list-style-type: none"> Truth Aspiration Inspiration <p>Where possible link examples of these values to topic/thematic work</p>		<p>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:-</p> <p>Core skills in English and Maths Creativity – Art & Design, DT, Expressive Arts History and Heritage – History, Cultural heritage Understanding the World – Geog., Current Affairs</p>		<p>Promoting the PSHE curriculum as well as Values & Cultural Capital</p> <p>Family and Relationships: healthy families, friendships (conflict vs bullying) effective communication, trust and respect, stereotyping (age and gender).</p> <p>Health and Well-being: healthy diary, diet and dental health, relaxation (mindfulness) my superpowers and</p>

School Vision:
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<p>(e.g. Basic nouns and first person "I" form of simple verbs) in written text.</p> <ul style="list-style-type: none"> • Read aloud familiar words or short phrases in chorus. • Apply knowledge learnt from the first set of phonic sounds taught (CH OU ON OI) • Write simple words and short phrases (e.g. I play piano. I like apples.) • Use the first-person singular version of high frequency verbs. e.g. I like, I play, I am called 			<p>Discovery – Science, Technology/Computing Values and Personal Skills – inc. British Values.</p>	<p>wonderful me (confidence) communicating feelings, resilience when problem solving.</p> <p>Safety and the changing body: first aid (emergencies, calling for help, bites and stings) online (kindness, cyber bullying, fake emails) making choices (reflection) influences and keeping safe out and about.</p> <p>Citizenship: rights and responsibilities of the child, recycling, local community/democracy (British Values) charity, rules.</p> <p>Transition lesson: coping strategies.</p>
<p>DANCE AND DRAMA</p>				<p>CULTURAL CAPITAL</p>
<p>DANCE:</p> <ul style="list-style-type: none"> • 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. <p>Cross curricular Music: –Spanish or Italian. Music –from Italy; Vivaldi : The Four Seasons; Viking /Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.</p>	<p>DRAMA:</p> <ul style="list-style-type: none"> • DRAMA • Participate in performance: - develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters; <p>Use space and grouping, props and different ways to adapt to an audience Cross Curricular Drama:</p> <ul style="list-style-type: none"> • Acting out & role play Greek myths; 			<ul style="list-style-type: none"> • 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) <p>Aid for countries and people in disaster zones (Earthquake/Tsunami zones) Poor countries/ famine – (World Kitchen)</p>

