



# Year 3 Curriculum Term 3

## Topic Title: Traders and Raiders

English	Maths
<p><b>Non-fiction- DISCUSSION - Should Jack be Jailed</b></p> <p><b>Tool kit</b></p> <ul style="list-style-type: none"><li>Generalisers for referring to groups of people. P.233 (P2, P3)</li><li>Sentence signposts for adding on more information – in addition, furthermore, moreover, also, additionally</li><li>Sentence signposts signalling a different viewpoint – on the other hand, alternatively, however, in could be argued that P3</li><li>Words to introduce opinions – believe, think that, suggest, claim, state P4</li><li>Time sentence signposts – first, next, then, finally, lastly,</li><li>Introducing the issue – since the capture of Jack ....</li></ul> <p><b>Fiction – ACTION – A Close Call</b></p> <p><b>Tool kit</b></p> <p><b>Previous:</b></p> <ul style="list-style-type: none"><li>Focus on the action with a sentence of 3 (E.g. He ran down the lane, leapt over the wall and screamed!)</li><li>To use onomatopoeia to interrupt, e.g. Snap!</li><li>Use a range of dramatic fronted adverbials to advance the action, e.g. At that moment, ...Suddenly, ...Unfortunately, ...</li></ul> <p><b>Tool kit</b></p> <p><b>Y3/4</b></p> <ul style="list-style-type: none"><li>Show not tell- reveal or hint at a character's feelings through their actions (trudged, tiptoed, glanced, sighed)</li><li>Use a variety of progressive '-ing' openers to drop the reader straight into the action (e.g. Leaping out from behind the car,...)</li><li>Short punchy sentences. Vary sentence length to affect the reader, short punchy sentences to build tension and pace: The door slammed shut)</li></ul> <p><b>WHOLE CLASS READING – Viking in Trouble</b></p> <p>Whole Class reading schedule:</p> <p><b>Lesson 1:</b> 'Vocabulary / General Knowledge.' This session will concentrate on expanding the students' vocabulary and reinforcing their understanding of key concepts within the text</p> <p><b>Lesson 2:</b> 'Just read' Students will engage in independent reading of the assigned passages</p> <p><b>Lesson 3:</b> 'Close Read' students will develop a deeper comprehension of the text's theme and characters.</p>	<p><b>Multiplication and Division</b></p> <p><b>1. Multiples of 10</b></p> <ul style="list-style-type: none"><li>identify and list multiples of 10 up to 1000. This includes recognising the patterns in the multiplication table for multiples of 10.</li></ul> <p><b>2. Related Calculations</b></p> <ul style="list-style-type: none"><li>addition and subtraction calculations that are related to known multiples of 10 (e.g., if <math>4 \times 10 = 40</math>, then <math>40 + 40 = 80</math> or <math>40 - 10 = 30</math>).</li></ul> <p><b>3. Reasoning about Multiplication</b></p> <ul style="list-style-type: none"><li>explain their understanding and methods used in multiplication tasks using appropriate mathematical language, showing an understanding of commutativity in multiplication contexts.</li></ul> <p><b>4. Multiply a 2-digit number by a 1-digit number – no exchange</b></p> <ul style="list-style-type: none"><li>accurately multiply a 2-digit number by a 1-digit number without the need for exchange (e.g., <math>23 \times 3</math>).</li></ul> <p><b>5. Multiply a 2-digit number by 1-digit number – with exchange</b></p> <ul style="list-style-type: none"><li>correctly multiplying a 2-digit number by a 1-digit number where regrouping (carrying over) is required (e.g., <math>47 \times 6</math>).</li></ul> <p><b>6. Link Multiplication and Division</b></p> <ul style="list-style-type: none"><li>apply the relationship between multiplication and division (e.g., knowing that if <math>4 \times 5 = 20</math>, then <math>20 \div 5 = 4</math> and <math>20 \div 4 = 5</math>).</li></ul> <p><b>7. Divide a 2-digit number by a 1-digit number – no exchange</b></p> <ul style="list-style-type: none"><li>divide a 2-digit number by a 1-digit number straightforwardly, where there is no remainder (e.g., <math>72 \div 8</math>).</li></ul> <p><b>8. Divide a 2-digit number by a 1-digit number – flexible partitioning</b></p> <ul style="list-style-type: none"><li>divide a 2-digit number by a 1-digit number using partitioning strategies that allow flexibility in their calculation approach (e.g., breaking <math>98 \div 2</math> into <math>(90 \div 2) + (8 \div 2)</math>).</li></ul> <p><b>9. Divide a 2-digit number by a 1-digit number – with remainders</b></p> <ul style="list-style-type: none"><li>divide 2-digit numbers by 1-digit numbers and correctly identify remainders in the results (e.g., <math>35 \div 6</math> results in 5 remainder 5).</li></ul> <p><b>10. Scaling</b></p> <ul style="list-style-type: none"><li>multiplication to scale up or divide to scale down quantities in practical contexts (e.g., if a recipe needs 4 apples for 2 people, how many apples are needed for 5 people?).</li></ul> <p><b>11. How Many Ways?</b></p> <ul style="list-style-type: none"><li>explore and identify various ways to solve multiplication and division problems, understanding that different strategies might be used depending on the numbers and context involved.</li></ul> <p><b>Measurement: Length and Perimeter</b></p> <p><b>1. Measure in Metres and Centimetres</b></p> <ul style="list-style-type: none"><li>measure lengths using rulers and tape measures to an accuracy of nearest centimetre. They should understand the relationship between metres and centimetres and convert between the two units fluently.</li></ul> <p><b>2. Measure in Millimetres</b></p> <ul style="list-style-type: none"><li>understand that there are 10 millimetres in 1 centimetre. They should be able to measure small objects using a ruler marked in millimetres.</li></ul> <p><b>3. Measure in Centimetres and Millimetres</b></p> <ul style="list-style-type: none"><li>measuring lengths using both centimetres and millimetres, and should be able to record measurements using appropriate notation (e.g., 3 cm 5 mm).</li></ul> <p><b>4. Metres, Centimetres and Millimetres</b></p> <ul style="list-style-type: none"><li>understand the relationship between metres, centimetres, and millimetres, and convert measurements between these units without errors, understanding that 100 cm equals 1 m, and 10 mm equals 1 cm.</li></ul> <p><b>5. Equivalent Lengths (Metres and Centimetres)</b></p> <ul style="list-style-type: none"><li>convert lengths from metres to centimetres (1 m = 100 cm) and vice versa in practical contexts.</li></ul> <p><b>6. Equivalent Lengths (Centimetres and Millimetres)</b></p> <ul style="list-style-type: none"><li>convert between centimetres and millimetres (1 cm = 10 mm) and apply this understanding to solve problems that involve comparing lengths using these units.</li></ul> <p><b>7. Compare Lengths</b></p> <ul style="list-style-type: none"><li>compare different lengths and use mathematical symbols such as <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to represent the comparison correctly.</li></ul> <p><b>8. Add Lengths</b></p> <ul style="list-style-type: none"><li>add together lengths given in the same units, and where necessary, perform conversions first to align the units (e.g., converting all measurements to centimetres before adding).</li></ul>

Courage

Resilience

Honesty

Kindness

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<p><b>Lesson 4:</b> 'Comprehension students will comprehend and articulate the events and messages conveyed in the novels.</p> <p><b>Lesson 5:</b> 'Book selection' students will visit the library to explore text. Students have the opportunity to read with adults.</p>	<p><b>9. Subtract Lengths</b></p> <ul style="list-style-type: none"> <li>subtracting one length from another within the same units, ensuring any necessary conversions are made beforehand.</li> </ul> <p><b>10. Understanding Perimeter</b></p> <ul style="list-style-type: none"> <li>define perimeter as the total length around the edge of a 2D shape and understand how it is measured.</li> </ul> <p><b>11. Measure Perimeter</b></p> <ul style="list-style-type: none"> <li>measure the length of each side of a rectilinear shape (e.g., a rectangle) and correctly add the lengths to calculate the perimeter of the shape.</li> </ul> <p><b>12. Calculate Perimeter</b></p> <ul style="list-style-type: none"> <li>use addition of side lengths or repeated addition (in the case of regular shapes) to accurately calculate the perimeter of polygons, understanding different methods of calculation based on the shape.</li> </ul>
<p><b>RE</b></p>	<p><b>PSHE</b></p>
<p><b>Sikhi</b></p> <ul style="list-style-type: none"> <li><b>I can describe</b> things that are important to Sikhs and show how these impact their lives and actions.</li> <li><b>I can make suggestions</b> about what Sikhs believe about God.</li> <li><b>I can make links</b> between Sikh stories and the actions of Sikhs today.</li> <li><b>I can explain</b> what the 5K's are and why they are important to Khalsa Sikh's. • <b>I can make suggestions</b> about why it is important for Sikhs to become part of the Khalsa.</li> </ul> <p><b>Knowledge building blocks:</b></p> <p><b>Pupils will learn:</b></p> <ul style="list-style-type: none"> <li>Sikhs believe that there is only one God, who they have several names for. (Waheguru)</li> <li>Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have.</li> <li>It is important for Sikh's to belong to a community of believers called the Khalsa.</li> <li>Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh.</li> </ul>	<p><b>Too much Selfie isn't Healthy</b></p> <ul style="list-style-type: none"> <li><b>Kindness:</b> showing love for others</li> <li>Flip your phone: How can you be #unselfie and doing something kind for others?</li> <li>What's your emergency? How to respond in an emergency</li> <li>Elizabeth Everest: Honouring others for their kindness</li> <li>No person is an island: Working together, listening to one another and respecting other's views</li> <li>Padlocked Privacy Discussing why it is important to keep personal information private (reflection and self-evaluation)</li> </ul>
<p><b>Music</b></p>	<p><b>PE</b></p>
<p><b>Musicianship:</b></p> <ul style="list-style-type: none"> <li>-Tempo: 112 bpm (Moderato, a moderate speed)</li> <li>-Time Signature: 3/4 (3 crotchets in every bar)</li> <li>-Simple rhythmic patterns using minims, crotchets, quavers and their rests</li> <li>-Key Signature: F major (1 flat)</li> <li>-Simple melodic patterns using the notes F G A</li> <li>-Improvisation – 1,2,3 or 5 notes – G A B C D</li> </ul> <p><b>Listen and Respond:</b> Selection of songs (see overview)</p> <p><b>Singing:</b> Selection of songs (see overview)</p> <p><b>Playing:</b> Glockenspiel – EGAC Recorder – EGAC, GAB (4 parts) EF#G#AB (4 parts)</p> <p><b>Improvising and composition:</b> Improvise with the Song – CDE – 1,2,3,5 notes – GABCD</p> <p><b>Performing:</b> Perform and share what has taken place in the lesson</p>	
<p><b>French</b></p>	<p><b>Computing</b></p>

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## Year 3 Curriculum Term 3

### Unit 5- J'ai un frère

Family members (*frère, soeur*), *je voudrais ...*

### Unit 6 - Beaucoup de bonbons

numbers 11–20

### Unit 7 - Un bonbon rouge

colours, more commands

### Programming A – Sequencing Sounds

- To explore a new programming environment
- I can identify that each sprite is controlled by the commands I choose
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project
- To create a project from a task description

### Connected Curriculum

### History

#### Substantive Knowledge

#### Anglo-Saxons

##### Timeline of Events and Concepts:

5th – 6th Century: Anglo-Saxon settlement in Britain begins.

597 AD: St. Augustine arrives in England to convert Anglo-Saxons to Christianity.

9th Century: Viking invasions put pressure on Anglo-Saxon kingdoms.

878 AD: Alfred the Great defeats the Vikings, establishing a period of peace and learning.

##### Interesting Facts:

The Anglo-Saxons were skilled metalworkers, known for their intricate jewellery and weaponry.

Anglo-Saxon poetry, such as Beowulf, is some of the earliest recorded English literature.

Old English, the language of the Anglo-Saxons, evolved into Middle English and eventually Modern English.

##### Endpoints:

By the end of this topic, Year 3 students should know:

1. Who the Anglo-Saxons were and where they came from.
2. When and how the Anglo-Saxons invaded and settled in Britain.
3. Key aspects of Anglo-Saxon culture, such as their society, religion, and achievements.
4. The impact of the Anglo-Saxon period on British history and culture.

#### Vikings

#### Disciplinary Knowledge

##### Interpretation of Sources

Students should be able to interpret a variety of historical sources related to this period, such as archaeological evidence, writings, and artefacts, to help construct a picture of Anglo-Saxon and Viking life.

##### Critical Thinking and Historical Enquiry

Students should develop skills in critical thinking and enquiry, questioning the reliability of sources and considering different interpretations of history related to these two groups.

- [BBC Bitesize - Anglo-Saxons](#)
- [The British Museum - Anglo-Saxons](#)
- [Primary Homework Help - Anglo-Saxons](#)
- [BBC Bitesize - Vikings](#)
- [National Geographic Kids - Vikings](#)
- [The Jorvik Viking Centre](#)

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## Year 3 Curriculum Term 3

### Timeline of Events and Concepts:

793 AD: First recorded Viking raid on Lindisfarne monastery in Northumbria.

865 AD: Large-scale Viking invasions of the Anglo-Saxon kingdoms.

878 AD: Treaty of Wedmore – Alfred the Great defeats the Vikings at the Battle of Edington.

866-954 AD: Danelaw – An area in Eastern England where Viking law and customs were dominant.

1066 AD: Viking King Harald Hardrada defeated by Harold Godwinson at the Battle of Stamford Bridge.

### Interesting Facts:

The Vikings came from modern-day Denmark, Norway and Sweden.

Viking men often wore necklaces with Thor's hammer pendants for protection.

The Vikings had their own alphabet called the Futhark.

The word 'berserk' comes from Viking warriors who fought in a trance-like fury.

Endpoints:

By the end of this topic, students should know:

1. Who the Vikings were and where they came from.
2. How the Vikings raided and settled in Britain.
3. What daily life was like for Vikings in Britain.
4. Key events involving the Vikings in British history.
5. The impact of Viking culture on Britain.

### Art

#### Substantive Knowledge

#### Anglo-Saxon Patterns

**Anglo-Saxon Patterns:** Anglo-Saxon art is known for its intricate and geometric patterns. These patterns often feature interlacing designs, animals, and geometric shapes.

#### Disciplinary Knowledge

#### Art Skills:

Observational drawing and copying of Anglo-Saxon patterns.  
Experimentation with different materials such as polystyrene, string, card, and glue to create print blocks.  
Application of printing inks onto fabric using the created print blocks.

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## Year 3 Curriculum Term 3

**Printing Techniques:** Polystyrene block and relief block printing are two common techniques used to transfer designs onto fabric. Polystyrene blocks involve carving a design into a soft plastic sheet, while relief blocks use materials like string, card, and glue to create a raised surface.

**Materials:** For polystyrene block printing, you will need polystyrene sheets, pencils for drawing designs, and cutting tools. For relief block printing, gather materials like string, card, glue, and scissors.

**Ink:** Printing inks come in different colours and can be used to transfer designs onto fabric.

**Fabric:** Cotton fabric is a common choice for printing projects as it holds ink well and is easy to work with.

### Endpoints

1. Identify key characteristics of Anglo-Saxon patterns.
2. Create their own intricate designs inspired by Anglo-Saxon art.
3. Use polystyrene or relief block printing techniques to transfer their designs onto fabric.
4. Experiment with different printing inks to create a variety of patterns on fabric squares.

- [The British Museum - Anglo-Saxon Art](#)
- [Tate Kids - How to Make a Printing Block](#)
- [National Geographic Kids - Anglo-Saxons Facts](#)

## Design and Technology

### Substantive Knowledge

#### Saxon Weaponry

Saxon weaponry included spears, daggers, and battle-axes

These weapons were used for hunting, self-defence, and warfare

Saxon weapons were expertly crafted and designed for maximum impact and efficiency

Materials commonly used in Saxon weaponry construction included wood, metal, and leather

Understanding the purpose and functionality of each type of weapon is crucial in designing and constructing them accurately

### Endpoints

1. Identify different types of Saxon weaponry and their purposes.
2. Create detailed designs for a spear, dagger, or battle-axe.
3. Choose appropriate construction materials based on the design requirements.
4. Safely construct a model of their chosen Saxon weapon.

#### Charm Making

**Anglo-Saxon Charms:** Charms were small decorative items worn for protection and good luck by the Anglo-Saxons.

**Materials:** Air-drying or coloured clay, glass beads, wood beads, shell beads, bone beads.

### Disciplinary Knowledge

#### Research:

Use online resources and books to find information about Saxon weaponry.

Look at photographs, artefacts, and film footage to understand the design and functionality of Saxon weapons.

#### Design:

Sketch detailed designs of a spear, dagger, or battle-axe, considering size, shape, and decorative elements.

Label the key features of their designs, such as the blade, handle, and grip.

#### Material Selection:

Choose appropriate materials for constructing their weapon based on their design, considering factors like durability and safety.

#### Construction:

Safely use tools like scissors, glue, and cardboard cutters to construct their Saxon weapon model.

Follow instructions carefully and seek help when needed to ensure safe construction practices.

#### Designing Charms:

Sketching ideas for Anglo-Saxon charm designs.

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## Year 3 Curriculum Term 3

**Tools:** Rolling pins, clay cutting tools, string or cord for threading.

### Endpoints

1. Explain who the Anglo-Saxons were and the role of charms in their culture.
2. Select and use appropriate tools to craft small clay charms.
3. Thread charms onto a cord to create a personalised necklace.
4. Demonstrate an understanding of design and technology skills in creating Anglo-Saxon charms.

### Anglo-Saxon Homes

The Anglo-Saxons lived in small village settlements.

Their homes were typically made from timber, thatch, and wattle and daub.

The houses had thatched roofs made from straw or reeds.

Wattle and daub walls were made by weaving thin branches (wattle) and covering them with a mixture of mud, clay, and straw (daub).

The houses had small windows with no glass, often covered with animal hides.

### Endpoints:

1. To create a model of an Anglo-Saxon home using appropriate materials.
2. To understand the construction techniques used by the Anglo-Saxons.
3. To collaboratively build an Anglo-Saxon village in the classroom.

Selecting appropriate shapes and symbols.

Planning the layout of the necklace.

### Working with Clay:

Rolling and shaping clay into charm designs.

Using tools safely for cutting and detailing.

### Assembling the Necklace:

Threading charms onto a cord.

Adding beads in a visually appealing way.

Securing the necklace for wearing.

### Reflecting on Design Choices:

Explaining the inspiration behind the charm designs.

Describing the materials used and their significance.

Evaluating the overall aesthetics of the necklace.

### Research and Planning:

Researching the materials and techniques used by the Anglo-Saxons.

Planning the design and layout of the model house.

### Construction Skills:

Cutting and shaping materials such as cardboard, paper, and twigs.

Using glue, tape, and other adhesives to build the model house.

### Creativity and Presentation:

Decorating the model house with details such as thatched roofs and wattle and daub walls.

Presenting the model house as part of an Anglo-Saxon village.

- [BBC Bitesize - Saxon Weapons](#)
- [National Geographic Kids - Ancient Saxons](#)
- [The British Museum - Saxon Weapons Collection](#)
- [BBC Bitesize - Anglo-Saxons](#)
- [Twinkl - Anglo-Saxons Resources](#)

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