



Year 3 Curriculum Coverage

2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Place Value - Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Compare and order numbers up to 1,000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Solve number problems and practical problems involving these ideas.</p>	<p>Addition and Subtraction - Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Multiplication and Division - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods Solve problems, including missing number problems, involving multiplication and division, including positive integer</p>	<p>Money - Add and subtract amounts of money to give change, using both £ and p in practical contexts. Statistics - Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>	<p>Fractions - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with</p>	<p>Time - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events</p>

			<p>scaling problems and correspondence problems in which n objects are connected to m objects.</p>		<p>small denominators Add and subtract fractions with the same denominator within one whole Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above.</p>	<p>Properties of shape - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise shape or a description of a turn Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measurement - Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes</p>
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<p>English</p>	<p>ANIMAL ADVENTURE - FABLES - In this unit of work, children will be introduced to fables and their features. They will learn who Aesop is through independent research as well as a comprehension activity. Children will participate in discussion about fables and how language, structure, & presentation contribute to meaning. They will participate in role-plays of some of their favourite fables. Children will explore simple and compound sentences. They will use conjunctions, to express time/cause and write complex sentences by extending simple sentences. Finally children will plan and write their own fables focusing on characters, plot and moral. They will include powerful language</p>	<p>POMPEII - In this unit of work, Children will be introduced to the history of Pompeii. They will complete a comprehension activity, read a story about Pompeii and role play a scene. SHAPE POETRY - They will read various forms of shape poetry, identifying language and presentational features. For grammar, they will focus on expanded noun phrase including the determiners 'a' and 'an'. Children will use the writer's toolkit to select vocabulary relating to volcanoes. They will write their own shape poems about volcanoes including expanded noun phrases and descriptive language. DIARY ENTRY - Children will read the story of Pompeii by Christina Balit. They will complete some VIPERS style</p>	<p>THE PLACE OF MOON AND STARS - ADVENTURE STORIES - Children will read the story 'The Place of Moon and Stars' by Pie Corbett and will explore the text by discussing and justifying ideas and making inferences. Grammar focus will be on prepositions for place and time. Children will be introduced to the task – complete Jo's diary continuing to add the element of mystery and adventure. They will make a plan and then begin to write their own descriptive phrases which will be used in their writing. They will write up a final version of their story ending. DESCRIPTIVE WRITING - Children will begin this topic by focusing on the title of the text – the place of moon and stars. They will use the writer's toolkit to select</p>	<p>THE PROMISE - Children will explore the award winning stories 'The secret sky garden' and 'The promise' making links to new beginnings, hope and growth. They will be introduced to adverbial phrases for place, time and cause. DESCRIPTIVE SETTING WRITING - Children will explore the setting from the story 'The promise' and plan, draft and write up a final description of the city including fronted adverbials. LETTER WRITING - Children will write up a short letter explaining the promise from the story including the features of letter writing.</p>	<p>FORCES AND MAGNETS</p> <p>FACT FILE - Using knowledge learnt in science, pupils will write a fact file explaining how magnets work. They will include formal and technical language in their writing, focusing on the format and presentational devices in their work including headings, subheadings etc.</p> <p>INVENTION – Pupils will invent and design a product that uses magnetism. They will then create a poster advertising their product including catchy slogans, pricing, offers etc.</p>	<p>ROLE MODELS – Pupils will explore significant women in history including women in Islam who made successful contributions to science, maths, education etc. They will read extracts from the story '101 women who changed the world'.</p> <p>LETTER WRITING – Pupils will write a letter to their chosen 'role model' thanking them for their contributions and explaining how they will try and implement their skills in their own lives.</p> <p>Biography – pupils will gather research and compose a biography of their chosen role model, including facts about their childhood, work, family etc.</p>
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	<p>and a clause for time/cause. They will proofread their own work and focus on correcting spellings using a dictionary.</p> <p>SEA STORIES - In this unit of work, children will be introduced to the book 'Dolphin Boy' by Michael Morpurgo. They will discuss the text, predict and answer questions, focusing on summary skills. They will write a book review of the story dolphin boy. Children will be introduced to non-chronological reports and their features. Children will learn about prepositions for place. Chn will research facts about a chosen sea creature, planning and writing their own non-chronological reports, including prepositions for place in their writing.</p>	<p>questions. They will write up a short diary recount from the perspective of a child from the story.</p> <p>NEWSPAPER ARTICLE - Children will read some newspaper articles and analyse the features. They will begin to learn how to punctuate direct speech and will revise past tense verbs. They will learn about Pliny the Young and as part of drama, they will hot seat Pliny. Children will plan their own newspaper articles retelling the events that happened in Pompeii. They will begin to write their newspaper article towards the end of the week, including direct speech with eyewitness accounts, past tense verbs and scientific facts. They will edit and improve their newspaper articles, producing a final polished version of their writing.</p>	<p>vocabulary relating to the moon and stars. They will write their own shape poems about either the moon or stars including expanded noun phrases and descriptive language Children will work in pairs to write a descriptive piece of writing about the sun. This will be guided and prompted.</p>			
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<p>Science</p>	<p>ANIMALS INCLUDING HUMANS - Identify that animal, 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 human and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>ROCKS - 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>	<p>ROCKS - 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>	<p>PLANTS - 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. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>FORCES AND MAGNETS - F8Compare how things move on different surfaces. Notice that some forces need contact between two 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 two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>LIGHT - 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. Find patterns in the way that the size of shadows change.</p>
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<p>History</p>	<p>Ancient Greece - This Ancient Egypt unit will teach pupils about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods.</p>		<p>The Roman Empire - This Romans unit will teach pupils about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location.</p>		<p>Overview of Indus, Sumer, Maya, Shang</p>	
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<p>Geography</p>		<p>The place to be - UK - In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history.</p>		<p>Extreme Earth - This Extreme Earth unit will teach children about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>		<p>WATER - This unit on water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</p>
<p>Computing</p>	<p>Connecting Computers- Digital Devices Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p>	<p>Creating Media- Desktop Publishing Learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and</p>	<p>Scratch Programming Part A This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit. Part B This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a</p>			

			why desktop publishing is used in the real world.		sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program	
Islamic Studies	<p>FIQH (coursebook 2)</p> <p>Learners will:</p> <p>Define the key terms of Fiqh with their respective meanings.</p> <p>List and recall the number of faraaidh, sunan, makruhah, mustahabbah and nawaqidh in wudu.</p>	<p>FIQH (coursebook 2//3)</p> <p>Learners will:</p> <p>Summarise what tayammum is and when it is used.</p> <p>Demonstrate the full method of salaah.</p> <p>Describe the different types of najasah.</p> <p>Distinguish between the faraaidh and sunan of ghusl.</p>	<p>FIQH (coursebook 3)</p> <p>Learners will:</p> <p>Summarise the nawaqidh of salaah.</p> <p>Demonstrate the method of salaah.</p> <p>Demonstrate when and how Salaatul Witr, Salaatul Qasr and Salaatul Marid are performed.</p> <p>AQAAID:</p> <p>Learners will:</p> <p>Classify the two types of messengers and their attributes.</p> <p>List the prophets mentioned in the Quran.</p>	<p>AQAAID (coursebook 4)</p> <p>Learners will:</p> <p>Recognise who the Mahdi will be.</p> <p>Identify the characteristics of the Dajjal.</p> <p>Recall the story of Tamim ad-Dari</p> <p>Describe the role of Isa(as) when he descends before the day of judgement</p>	<p>FIQH (coursebook 4)</p> <p>Learners will:</p> <p>State the conditions and method of using the khuff.</p> <p>Indicate the method of doing masah on wounds</p> <p>Identify the wajib acts of salaah</p> <p>Demonstrate the method of Sajdah Sahw</p>	Recap and revision

		Summarise salah, the conditions before and during salaah.	<p>Explain the last day.</p> <p>Distinguish between minor and major signs of the last day.</p>	<p>Explain the destruction of Yajuj and Majuj after their breakthrough and the prosperity that shall follow after they will be destroyed.</p> <p>Discuss the events that lead to the day of judgement.</p> <p>Communicate the importance of the Prophet(s) 's intercession on the day of judgement.</p>	<p>Distinguish between the two types of actions that break the fast and explain kaffarah and qada</p> <p>Recognise actions that don't break the fast</p> <p>Discuss the people excused from fasting</p> <p>Explain what Tarawih salaah is</p>	
Arabic	<p>Learners will:</p> <p>Name countries in which Arabic is spoken and locate these countries.</p> <p>Identify differences between writing systems</p> <p>Explain the benefits of learning a new language</p>	<p>Learners will:</p> <p>Use prior knowledge to hold a basic conversation.</p> <p>Identify colours orally and in written form</p> <p>Identify and explain the difference between masculine</p>	<p>Learners will:</p> <p>Identify masculine and feminine nouns and the use of the correct demonstrative pronoun (masculine/ feminine)</p> <p>Recognise animals and give their names</p> <p>Identify animals orally with the use</p>	<p>Learners will:</p> <p>Name the days of the week</p> <p>Name the months of the year</p> <p>Identify family members orally and in written form with the use of the correct demonstrative pronoun.</p>	<p>Learners will:</p> <p>Identify and name different rooms in the house</p> <p>Name different countries of the world</p>	Recap and revision

	<p>Greet and introduce one another in Arabic</p> <p>Recognise and count numbers 1-12</p>	<p>and feminine nouns</p>	<p>of the correct demonstrative pronoun (m/f) and use prior knowledge of colours to construct simple sentences.</p>	<p>Name the seasons</p> <p>Describe the weather</p>		
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