

The Bliss Charity School



The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

Year 3 Curriculum Overview (2020-2021)



1. The Creative Curriculum at The Bliss Charity School

- **Intent** – *How is our creative curriculum designed, structured and sequenced?*

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative curriculum delivers the aims of the Early Years Foundation Stage Framework (<https://bit.ly/2HRJOYc>) and the National Curriculum for Key Stage 1 and Key Stage 2 (<http://bit.ly/1ciqczz>) in an engaging, cross-curricular, topic-based way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based. Where content is taught separately, staff ensure these units of work adhere to the principles of our creative curriculum.

- **Implementation** – *How is our creative curriculum taught?*

Our creative curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then be developed to teach knowledge and skills from other subjects.

With support, freedom and challenge from school leaders, teachers at The Bliss Charity School are trusted and empowered to design enriching, cross-curricular topics for the children they teach. Coupling this autonomy with class-based cost centres, provides teachers with the resources they need to create and deliver broad and balanced learning experiences in the most engaging, enjoyable and effective ways.

Underpinning the creative curriculum is our unique ‘Metacognition Programme’ which has been specifically designed to enable pupils to maximise their learning potential. The Bliss Charity School’s ‘Metacognition Programme’ is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core skills and attitudes needed to self-regulate and succeed as independent learners. Metacognition is interwoven in everything we do at Bliss – it is the ‘language’ of our school.

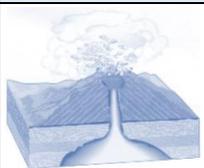
Attitudes					Skills				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

- **Impact** – *What are the end results of our creative curriculum?*

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives through enjoyable over-arching themes, pupils are not only engaged in their learning, they also acquire a depth of knowledge and language that can then be applied to the development of key skills. As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills.
- Good progress is then made through the reception year and cohorts go on to exceed the national average for a Good Level of Development on exit from the Early Years Foundation Stage.
- Pupils then make good progress through Key Stage 1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher by the end of Year 2.
- High levels of attainment are then maintained in Years 3-6, leading to outcomes at the end of Key Stage 2 which are above national.

2. Year 3 Topics – 2020-2021

	Term 1 September 3 rd 2020 – October 23 rd 2020	Term 2 November 3 rd 2020 – December 18 th 2020	Term 3 January 5 th 2021 – February 12 th 2021	Term 4 February 22 nd 2021 – March 26 th 2021	Term 5 April 13 th 2021 – May 28 th 2021	Term 6 June 7 th 2021 – July 20 th 2021
Class 3	<i>Under the Sea</i>	<i>Volcanoes</i>	<i>Ice Worlds!</i>	<i>Ancient Egypt</i>	<i>Our Local Area</i>	<i>The Romans</i>
						

3. Further information about the Year 3 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the 'Class 3' page in the 'Pupils' section of our school website (www.bliss.northants.sch.uk).

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed (@BlissCharitySch) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific, age-related objectives that underpin the Class 3 topics are available below (section 5). These objectives are used by school staff to plan their topics and to make assessments.

4. Published schemes used in Year 3

In Year 3, we use some published schemes of work to support the delivery of our curriculum:

Curriculum Area	Scheme Name	Overview
Spelling	<i>Read, Write Inc. Spelling</i>	<i>Read, Write Inc. Spelling</i> for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Spelling rules are introduced by aliens from an exciting online spelling planet – see http://bit.ly/2vtgPf6
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see http://kineticletters.co.uk/
Physical Education	<i>Real PE</i>	'Real PE' is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The 'Real PE' programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development) – see https://jasmineactive.com/solutions/real-pe

5. Age-related expectations at the end of Year 3 at The Bliss Charity School

English - Reading: Year 3
Read aloud with intonation and expression taking into account higher level punctuation.
Read many of the Year3/4 common exception words list – see age-appropriate section of the NC Appendix 1.
Apply age-appropriate knowledge of root words, prefixes, suffixes to read aloud accurately and fluently; and determine the meaning of new words – see age-appropriate section of the NC Appendix 1.
Use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters.
Read aloud with intonation and expression taking into account higher level punctuation.
Read many of the Year3/4 common exception words list – see age-appropriate section of the NC Appendix 1.
Apply age-appropriate knowledge of root words, prefixes, suffixes to read aloud accurately and fluently; and determine the meaning of new words – see age-appropriate section of the NC Appendix 1.
Use knowledge of the alphabet to locate words in a dictionary using first 2 or 3 letters.
Quote directly from the text to support thoughts and discussions.
Use clues from action, description and dialogue to establish meaning.
Locate information by skimming and scanning (e.g. to locate specific information or to form a general impression).
Discuss how characters are built from small details.
Summarise and explain the main points from a text, referring back to the text to support this.
Begin to read between the lines to interpret meaning and/or explain what characters are thinking/feeling.
Empathise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.
Discuss possible reasons for action and events based on evidence in the text.
Predict what might happen from details stated and implied.
Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).
Read texts that are structured in different ways for a range of purposes.
Discuss the work of some established authors and state why they like/dislike reading the texts they write.
Recite some of the poetry they have learnt by heart.

English – Spoken Language: Year 3
<i>The statements for Spoken Language (below) apply to all years. The content is taught at a level appropriate to the age of the pupils.</i>
Listen and respond appropriately to adults and their peers.
Ask relevant questions to extend their understanding and knowledge.
Use relevant strategies to build their vocabulary.
Articulate and justify answers, arguments and opinions.
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English.
Participate in discussions, presentations, performances, role play/improvisations and debates.
Gain, maintain and monitor the interest of the listener(s).
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

English – Writing: Year 3
Describe characters, settings and action with some adventurous word choices, expanded noun phrases and similes.
Make some deliberate adaptations to their written style when writing more formally.
Use some cohesive devices/organisational features between paragraphs to guide the reader.
Write sentences that contain adverbial phrases, which provide extra detail about time, place, character or reason.

Write some complex sentences that use subordination (e.g. although, as, because, even though, if, when) to provide the reader with extra detail.
Begin sentences in a variety of different and interesting ways to sustain the reader's interest.
Write with correct subject-verb agreement on many occasions.
Use inverted commas for dialogue correctly, on some occasions.
Use basic punctuation correctly on most occasions (capital letters, full-stops, questions marks, exclamation marks and apostrophes).
Apply many spelling rules/patterns from Lower KS2 (Y3) correctly – see NC Appendix 1.
Correctly spell some example words from the Y3 PoS and the Lower KS2 (Y3/4) 'Word List' – see NC Appendix 1
Produce legible, fluent and neat handwriting.

Mathematics¹: Year 3

Count from 0 in multiples of 100.
Find 10 or 100 more or less than a given number.
Count from 0 in multiples of 4, 8 and 50.
Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones).
Solve number problems and practical problems with number and place value from the Year 3 curriculum.
Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds.
Calculate mentally using multiplication and division facts for the 3, 4 and 8 multiplication tables, including two-digit numbers multiplied by one-digit numbers.
Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Write and calculate \times and \div statements using known multiplication facts, including two-digits \times by one-digit, using mental and progressing to formal written methods.
Recognise, find and write fractions of a discrete set of objects, unit fractions with small denominators.
Recognise, find and write fractions of a discrete set of objects, non-unit fractions with small denominators.
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 and show, using diagrams, equivalent fractions with small denominators.
Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
Tell and write the time from an analogue clock, including 12-hour and 24-hour clocks.
Add and subtract amounts of money to give change, recording \pounds and p separately.
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
Identify whether angles are greater than or less than a right angle.
Interpret bar charts, pictograms and tables.
Present data in bar charts, pictograms and tables.

Science: Year 3

Ask relevant scientific questions and suggest a scientific way of answering them.
With guidance, set up simple practical enquiries, comparative investigations and fair tests.
Make careful observations and take accurate measurements using standard units.
Gather, record, classify and present data in a variety of ways to help answer questions.
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Use results to draw simple conclusions and make predictions.
Identify and describe the functions of different parts of flowering plants, incl. 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.

¹ Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.

Explore the part that flowers play in the life cycle of plants, including pollination, seed formation and seed dispersal.
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.
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.
Compare 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 materials on the basis of whether they are magnetic, and identify some magnetic materials.
Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Recognise that we 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 a solid object.
Find patterns in the way the size of shadows change.

Computing: Year 3

Identify a range of ways to report concerns about content and contact.
Understand ways in which people communicate online and the potential dangers.
Use the internet to undertake purposeful research.
Recognise that some algorithms rely upon a strict order to work (e.g. using sequencing and repetition with a roamer).
Use various inputs and outputs to control a computer program (e.g. control a Scratch program with a keyboard input).
Explain how a program works.
Identify errors or improvements in a program that I have created.
Evaluate different aspects of my work and identify next steps.
Work with a partner to suggest areas of improvement in our work.

RE: Year 3

Recall the different beliefs and practices of Christianity and at least one other religion.
Retell some of the religious and moral stories from at least three different religious texts and books.
Understand what it looks like to be a person of faith.
Use key words and vocabulary related to Christianity and at least one other religion.
Suggest and find meanings behind different beliefs and practices.
Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Ask and respond to questions about what individuals and faith communities do and why.
Use a range of different medium to creatively express their own ideas, thoughts and opinions.

Art: Year 3

Explore ideas and collect information about different topics and use this to show my ideas in my sketchbook.
Begin to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose.
Use the properties of shape, form and texture of materials to create a 3D model.
Begin to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.
Adapt and improve my own work.

DT: Year 3

Describe the purpose of my product, indicating features that will appeal to users, based on their needs and wants.
Explain how particular parts of my product work.
Select tools, and materials suitable for the task.
Order the main stages of making.
Follow procedures for safety and hygiene.
Measure, mark, cut, shape and join with some accuracy.
Apply a range of finishing techniques.
Identify strengths and weaknesses of my ideas and products, referring to my design criteria.
Consider how well products have been designed and made.
Investigate who designed products and how they're made.
Investigate if items can be recycled/re-used.
Discuss how to use maths and science to design products that work.
Discuss how materials have functional and aesthetic qualities.
With support, identify how levers or pneumatics create movement.
With support, identify how to make strong shell structures.
With support, prepare and cook some savoury dishes safely and hygienically.
Use spreading and kneading.

Geography: Year 3

Name and locate counties and cities of the United Kingdom.
Identify human and physical characteristics of the United Kingdom.
Identify the position and significance of the Equator, Arctic and Antarctic Circle.
Describe and understand key aspects of volcanoes and earthquakes.
Use maps, atlases and globes.
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.

History: Year 3

Beginning to show an increasing understanding of chronology and order of events, people and objects.
With help, know that the past can be divided into different periods of time.
Use a range of historical words to explain the passing of time.
Know historical events, people and changes of the period that I am studying.
Beginning to pick out different ways that the past is shown.
Beginning to devise historically valid questions.
Beginning to use sources of information in different ways to help me answer questions about the past.
Beginning to pick out and put together information for the period that I am studying.
Beginning to construct simple informed responses.

Music: Year 3

Sing in tune in a group or alone.
Hold a simple part within an ensemble.
Have a good memory for sounds and songs.
Perform with control and expression, using my voice or an instrument.
Aware of what others are playing.
Compose simple melodies and songs.
Use sound to create given images.
Recognise and create repeated patterns.
Make up singing games with words and actions.
Create simple accompaniments for my tunes.

Recognise how musical elements are combined.
Know how different sounds can fit together.
Describe music using suitable vocabulary.
Listen carefully to a range of live and recorded music.
When listening, talk about the combined effect of layers of sound.

PE: Year 3

Improvise on my own and with a partner.
Copy, remember, explore and repeat simple actions, and link and vary ideas with control and co-ordination.
Translate ideas from a variety of stimuli into movement.
Apply compositional ideas to sequences alone and with others.
Compare, develop and adapt movement and motifs to create longer dances.
Describe my own and others' work, noting similarities and differences.
Recognise changes in my body and can give reasons why PE is good for health.
Control and catch a ball with movement.
Throw and catch with control to keep possession.
Use a small range of basic racket skills.
Run at a speed appropriate to the distance I am running.
Play effectively with increasing speed and precision, as members of small teams.
Select the best jump for the task.
Know when to sprint, jog and walk during races and games.
See how my performance is similar and different from others' work and use this understanding to improve my own performance.
Explain how well others are jumping, throwing and running.
Explain why it is important to warm up and cool down.
Beginning to understand basic rules of games and follow them fairly.

PSHE²: Year 3

Recognise why people work.
Identify the range of jobs carried out by the people they know.
Recognise what influences the choices people make about how money is spent.
Reflect on the range of skills needed in different jobs.
Suggest how they can contribute to a range of activities that help them to become more enterprising.
Face new challenges positively and know when to seek help.
Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements.
Reflect on own mistakes and make amends.
Talk about their views on issues that affect themselves and their class.
Begin to make responsible choices and consider consequences
Develop strategies for managing and controlling strong feelings and emotions
Show awareness of changes that take place as they grow.
Recognise that there are medicines and some other substances that can be used in a safe way to improve health.
Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
Extend strategies to cope with risky situations.
Behave safely and responsibly in different situations.
Follow school rules about health and safety and know where to get help.
Begin to make informed lifestyle choices.
Identify strategies to respond to negative behaviour constructively and ask for help.
Understand the nature and consequences of negative behaviours such as bullying and aggressiveness.

² Including 'Health Education and 'Relationships Education'.

Empathise with another viewpoint.

Form and maintain appropriate relationships with a range of different people.

Languages: Year 3

Listen to spoken language and show some understanding by joining in.
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Join in with songs and rhymes.

Ask and answer simple questions modelled by the teacher.
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Read and understand some simple words and phrases.
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Make simple links between English and another language.

Copy some simple words and phrases.

Starting to understand feminine, masculine and plural forms.
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