

## Year 3 Breadth of Study

### Life Skills

Remember	Understand	Apply	Analyse	Evaluate	Create
Recall facts and basic concepts	Explain ideas or concepts	Use information in new situations	Draw connections amongst ideas	Justify a stand or decision	Produce new or original work
<i>Define, define, describe, duplicate, explain, identify, illustrate, list, locate, memorise, recite, repeat, state, tell, quote</i>	<i>Classify, describe, discuss, explain, identify, interpret, paraphrase, recognise, report, select, summarise, translate</i>	<i>Articulate, demonstrate, dramatise, execute, interpret, implement, operate, prepare, relate, sketch, solve, teach, use</i>	<i>Categorise, compare, conclude, connect, contrast, distinguish, examine, illustrate, organise, questions, take apart, test</i>	<i>Appraise, argue, critique, defend, grade, judge, plan out, prioritise, reframe, select, support, value, weigh</i>	<i>Assemble, author, collaborate, construct, design, develop, formulate, invent, investigate, modify, rewrite, role-play,</i>

### Core Subjects

English	Mathematics (Maths)	Science
The St. Stephen's English curriculum is comprehensive, reflects the national curriculum requirements and is divided up into three strands: Reading; Writing and Spoken Language.  Please see separate English Breadth of Study	The St. Stephen's Year 3 Maths curriculum follows the White Rose programme, as well as a bespoke set of objectives within mental maths and arithmetic.  Please see separate Maths Breadth of Study	The St. Stephen's Science curriculum is comprehensive, reflects the national curriculum requirements and is layered.  Please see separate Science Breadth of Study

### Foundation Curriculum

Geography	Design and Technology (DT)	Personal, Social, Health and Economics (PSHE)
<p style="text-align: center;"><b>Curriculum Aims</b></p> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia).</li> <li>Identify the position and significance of latitude, longitude and the Equator.</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul> <p><b>Human and Physical</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones (physical geography)</li> <li>Describe and understand key aspects of types of settlement and land use (human geography)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the four points of a compass.</li> <li>Use four figure grid references</li> <li>To understand and use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p style="text-align: center;"><b>Curriculum Aims</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design with key features to appeal to a specific person/purpose</li> <li>Draw and label design using 2D shapes, labelling the 3D shapes that will create the features</li> <li>Generate ideas using thumb nail sketches and exploding diagrams</li> <li>Learn that different types of drawings are used in design to explain ideas clearly</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Create special features for individual designs</li> <li>Create a pneumatic system to create a desired motion</li> <li>Learn that mechanisms are a system of parts that work together to create motion</li> <li>Select materials due to their functional and aesthetic characteristics</li> <li>Manipulate materials to create different effects by cutting, creasing, folding, weaving</li> <li>Thread needles with greater independence and use cross stitch to join fabrics.</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Evaluate own work and the work of others based on the aesthetic of the finished product and in comparison to original design</li> <li>Suggest points for modification of individual design and use the views of others to improve designs</li> <li>Learn to give constructive criticism on own work and the work of others</li> </ul> <p><b>Cooking</b></p> <ul style="list-style-type: none"> <li>Create a healthy and nutritious recipe using seasonal ingredients, considering taste, texture, smell and appearance of dish</li> <li>Know how to prepare themselves and work space to cook safely in, learning basic rules to avoid contamination</li> </ul>	<p style="text-align: center;"><b>Curriculum Aims</b></p> <p>We have selected age appropriate objectives from the Jigsaw Scheme of Work to teach PSHE and Relationships and Health Education (RHE). RHE is also taught across other subjects such as Science, RE and Computing. Jigsaw has six main themes that we use as a guide to deliver PSHE, and when necessary, we address other topics most relevant for our pupils through immersive learning.</p> <p style="text-align: center;">Please see separate PSHE Programme of Study</p>
<b>Vocabulary:</b> land use, urban, rural, population, development, agriculture, forestry, adaptation, tropical, temperate, polar, arid, Sketch map, aerial view	<b>Vocabulary:</b> exploded diagram, motion, net, pneumatic system, thumbnail sketch, 2D shapes, 3D shapes, facade, feature, scoring, structure, tab, seasonal, exported, climate, recipe, nutrients	<b>Vocabulary:</b> upset, tearful, anxious, frustrated, hurt, disappointed, joyful, proud, interested, excited, amazed, guilty, lonely, brave

Art and Design (Art)	History	Religious Education (RE)
<p>Curriculum Aims</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>More about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> <li>How to create sketch books to record their observations and use them to review and revisit ideas.</li> </ul> <p>Recommended units of work to achieve these objectives include: <i>Units of work created for Egyptian and Roman Art.</i></p>	<p>Curriculum Aims</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain <i>This could include: Julius Caesar's attempted invasion in 55-54BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Caludius and conquest, including Hadrian's Wall, British resistance, for example Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<p>Curriculum Aims:</p> <p>Pupils should develop their knowledge and understanding of different religious beliefs and secular world views. They should begin to recognise diversity within religious and cultural traditions and be able to discuss their own beliefs and lifestyles. They should do this by exploring the "big question": <i>What do symbols and sayings tell us about people's beliefs?</i></p> <p>This investigation should focus on the following topics:</p> <ul style="list-style-type: none"> <li>How do Jews celebrate their beliefs?</li> <li>What is the significance of light in religions?</li> <li>How did Jesus and Buddha make people stop and think?</li> <li>How and why do Hindus celebrate Holi?</li> <li>Sikh sayings and symbols</li> <li>Meaning of special symbols</li> </ul>
Vocabulary: rigid, technique, paper-mache, weave, warp, weft, sculpture, construction	Vocabulary: chronology, impact, empire, invade, ancient, emperor, conquest, boudica, chariot, colosseum, civilization	Vocabulary: ritual, sacrifice, menorah, parable, symbol, communion, secular

Computing	Physical Education (PE)
<p>Curriculum Aims</p> <p>St. Stephen's pupils are taught Computing by a specialist teacher.</p> <p>Please see separate Computing Breadth of Study</p> <p>Pupils should be taught their year group's 'Golden Rule' as well as review the rules from previous years.</p> <p><b>Online Safety Golden Rules:</b></p> <p><b>Reception:</b> I keep my personal information safe.</p> <p><b>Year 1:</b> I know who to trust online.</p> <p><b>Year 2:</b> I know that some things on the internet are dangerous.</p> <p><b>Year 3:</b> I know how to have a positive digital footprint.</p> <p><b>Year 4:</b> I know how to ask for help and report things online that make me uncomfortable.</p> <p><b>Year 5:</b> I have healthy, respectful relationships online.</p> <p><b>Year 6:</b> I know how to be a discerning consumer of information online.</p>	<p>Curriculum Aims</p> <p>St. Stephen's pupils are taught PE by a specialist teacher, as well as their class teacher.</p> <p>Please see the separate specialist teacher PE Programme of Study.</p> <p>Class teachers teach the skills below with a particular focus on strength, stamina and balance:</p> <p><u>Games and Ball Skills</u></p> <ul style="list-style-type: none"> <li>Netball: throwing (over arm/under arm); catching (two hands, thumbs together make a triangle, eye on ball, meet the ball); foot movement for catching (step back or forward) and throwing (step forward with opposite leg); throwing - overhead, chest pass, shoulder pass, bounce pass; moving without the ball - side step, finding space, defending and attacking; play hoops to support <a href="#">Link to rules for activities</a> <ul style="list-style-type: none"> <li>Key Vocab: <i>throwing, catching, technique, chest pass, shoulder pass, overhead pass, bounce pass, body position, movement, step, contact, pivot</i></li> </ul> </li> <li>Tag Rugby: throwing (passing the ball behind you, moving when passing); catching (into the body to protect ball, moving while catching); agility (moving away from defenders, side step); play capture the flag to support <a href="#">Link to rules for activities</a> <ul style="list-style-type: none"> <li>Key Vocab: <i>pass, agility, defenders, attackers, side step</i></li> </ul> </li> <li>Basketball Skills: rules e.g. players, fouls, non-contact. Moving off the ball (attacking and defending). <a href="#">Link to basketball rules</a> <ul style="list-style-type: none"> <li>Key Vocab: <i>players, foul, non-contact, attackers, defenders, dribble, travel</i></li> </ul> </li> <li>Tennis Skills: rules, coordination, balance. movement side to side. <a href="#">Link to tennis rules</a> <ul style="list-style-type: none"> <li>Key vocab: <i>racket, forehand, backhand</i></li> </ul> </li> </ul> <p><u>Athletics Skills</u></p> <ul style="list-style-type: none"> <li>Consolidate outdoor PE with athletics events. eg. standing long jump, javelin, short sprints, relay. <ul style="list-style-type: none"> <li>Key vocab: <i>jump, javelin, sprint, relay.</i></li> </ul> </li> </ul>
<p>Modern Foreign Language (MFL)</p> <p>Curriculum Aims</p> <p>KS2 pupils are taught Spanish language by a specialist teacher.</p> <p>Please see separate MFL Breadth of Study</p>	
<p>Music</p> <p>Curriculum Aims</p> <p>St. Stephen's pupils are taught Music by a specialist teacher.</p> <p>Please see separate Music Breadth of Study</p>	