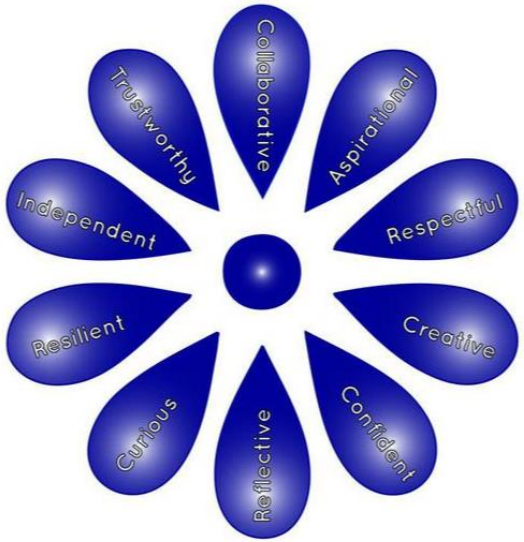
Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum Framework Year 3

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a life time.
- Personalises the learning journey for all children, enabling individuals to be:



These values underpin the essential and overarching skills Hallfield provides for our children. These essentials are skills we believe our children need to be happy, respectful and life-long positive members of the local and global community. The Hallfield Curriculum embeds the principle understanding that learning is driven by the children and builds subject specific and general skills as well as deepens understanding. Children work towards the nationally stipulated milestones at a pace appropriate to each child with clear guidance from the curriculum framework.

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Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

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Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. Competition and sportsmanship develop confidence and allow children to learn the valueof team work.

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

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We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

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Communicating the Curriculum: Speaking and Listening

Year 3

Children should:

- Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps)
- Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed
- Ask a range of different types of questions to find out specific information including 'how' and 'why'. Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question
- Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes
- Give reasons and explanations for choices and viewpoints in class discussions
- Tell a story with a clear structure including the setting and ideas linked in different ways
- Discuss how a character may be feeling and why
- Be able to use conjunctions to increase the length and grammatical complexity of sentences
- Be able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils
- Understand how language is used to investigate and reflect on feelings
- Produce speech that is consistently clear and easy to understand
- Be able to say words of any length with accuracy
- Use phonological awareness skills when spelling, although some mistakes may still be made
- Be able to signal punctuation and emphasise meaning through the use of intonation
- Respond to the opinions of others in the group
- Be able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.
- Exaggerate to make a story more interesting
- Be able to understand another's point of view and show whether they agree or disagree
- Be aware of the need to use more formal language with adults

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and key question	**Our Ancient World** **Was everyone a cave dweller?**	**What does it mean to be diverse?** **A study of Africa**	**Invasion: The struggle for Britain** **Were they villainous Vikings?**	**Going Green** **What does it mean to be green?**	**Trade and travel** **What made Bagdad's Golden Age?**	**Trade & travel** **Was the Elizabethan period a golden age?**
Outcome and purpose	Children can describe the progress and achievements of ancient civilisations, including the Stone Age in the UK and either Ancient Egypt or Sumer. They make comparisons and identify patterns linked to human settlement. They know the significance of the physical features of settlement locations and how these civilisations developed to meet basic human needs, such as water and shelter in these settlements.	Children identify and compare the geographical features of Africa through looking at biodiversity and climate zone. This also includes describing human geography, building on their work around settlements comparing modern African cities and their industries.	Children can explain the Viking's push and pull factors of migration, particularly the geographical significance of places. They recount historically significant events in this period and the significance of different perspectives that were given.	Children can describe their local environment using fieldwork skills. They can identify the environmental impact of local actions on their locality and globally and identify the impact on different biomes such as the rainforest and within the different climate zones (poles, topics).	Children can describe the locational and social factors that contributed to the rise of Bagdad as a central economic and cultural centre, building on knowledge of industry and settlement from Autumn term. They relate the silk road to the rest of the world and societies at that time.	Children describe the impact of explorers in this period and the trade routes they created, continuing from the leaning around the silk road. They consider life at this time from different people's perspectives and through economic, political and social lenses.
Suggested texts	Stone Age Boy Terry Deary Stone age tales	The Akimbo Adventures (narrative) The Butterfly Lion	The Eye of the Viking God	The Vanishing Rainforest Varmints	1001 Arabian nights (Usbourne illustrated)	Shakespeare (Tony Ross) stories e.g. twelfth night

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		Cities of the world: Cities of Africa Expedition Diaries: African savannah		The Great Kapok Tree	Sinbad the sailor (Marcia Williams) Daily life in the Islamic Golden Age (Don Nardo) Stories from the Silk Road (Cherry Gilchrist & Nilesh Mistry)	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Geography prior learning	Naming of the countries and capital cities of the United Kingdom and its surrounding seas Describing the physical and human features of cities and the countryside, including the use of key vocabulary Describing the physical and human features of the coast and its vocabulary Knowledge of islands in the Caribbean and the climate of this area Knowledge of hot and cold places around the world and their relationship to the poles Naming and recognising the continents and oceans of the world Knowledge of the use of maps and atlas. Knowledge that pictures or symbols can be used to represent human and physical features on a map Knowledge of language around position and direction					
Geography **Substantive knowledge**	Children recognise the basic human needs (food, water, shelter) and how these are significant to the development of early civilisation and settlement, building their understanding of map reading for physical features such as rivers, hills / mountains and wooded area.	Children use their knowledge of hot and cold places from KS1 to explore the relationship between the climate zones and the environmental regions / locations across the continent,	Children build on their understanding of biodiversity and topography as well as their understanding of settlements to look in detail at the physical and	Children continue to deepen their understanding of biomes through an in-depth study of the rainforest. They compare this to their own local environment through the use of	Children improve their knowledge of the world and map reading by learning about the spice routes and the locational, human and physical features of the places	Children broaden their knowledge of the location of countries, cities, oceans and seas by looking at the journey's taken during the Elizabethan period. They can

	KS2 Settlements | How Early Towns and Villages Developed (educationquizzes.com) https://youtu.be/JKT7cSFf2ic They make links to patterns of settlement by considering the location of major towns and cities and explain why mountains are more sparsely populated.	understanding that this is affected by: • how near or far it is from the Equator / tropics • how near or far it is from the sea • how high or low the ground is • its position on a continent They use atlases and maps to identify countries within the continent of Africa, recognising country boundaries in different scales.  Children begin to use the 8 compass points to describe features of countries, e.g. the Nile runs from North to South. They look at the topography of specific places / biomes in	human features of the UK now and 1000 years ago and that of the Scandinavian regions. They improve their use of map reading and the use of a key to investigate why Vikings moved away from Scandinavia and why and where they settled. They also build their knowledge of places around the UK related to Viking settlement (e.g. meaning of suffixes such as kirk, ness, by) Teaching Atlas, p32-33	fieldwork techniques such as sampling and taking simple measurements in line with the maths and Science curriculum. They make observations, and analyse and present the data via data bases or presentations. They make suggestions about how to improve the local area in relation to environmental factors. Children draw maps of the studied local spaces with this information.	studied along the trade routes. They create their own maps linked to the design of their own 'perfect' city based on economic, cultural and religious factors comparing to cities today.	use this to build their understanding of grid references and compass points and apply their understanding of climate zones and biomes when looking at what it would have been like to arrive in these new places. Children build their understanding of how trade and travelled moved from land to sea, building on their knowledge of the Silk Road.

		detail, carefully selecting locations, including countries and cities, to emphasise the diversity of the continent through human and physical features. E.g. Aswan dam, Lagos/Johannesburg				
Key Vocabulary	Settlement, shelter, contour, agriculture, farming, trade, industry, defence, irrigation, water supply, hunter / gatherer, village, semi-permanent, permanent, transport, valley, clearing	Continent, country, Key, Climate, climate zone, biome, northern hemisphere, southern hemisphere equator, tropics, tropic of Capricorn, tropic of cancer, polar, temperate, rainforest, tundra, desert, grassland / savannah, deciduous, fertile, habitat, terrain, natural, artificial, goods, industry, port, suburb manufacturing, agriculture, service, trade, economic boom, export, import	Biome, climate zone, climate, weather, agriculture, fertile, subsistence, valley, migration, headland, wealth, counties, settlements, Scandinavia, key, trade, migration, push factor, pull factor, crops	Rainforest, canopy, climate change, deforestation, pollution, observation, fieldwork, sample, scale, grid reference, topographical features, key, aerial view,	Asia, Europe, Grid reference, compass, human geography, city, city centre, trade, silk road/route, climate, climate zone, biome, mountain range, desert, forest, woodland, grassland, economy, economic boom, textiles, globalisation, import, export, Mediterranean, trade route	Grid reference, north, south, east, west, north east, north west, south east, south west, trade, Pacific, Atlantic, climate, terrain, settlement, trade route,

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Year 3 disciplinary knowledge	<u>Investigating places</u> • locate the world's countries, using maps to focus on Europe's key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, identifying human and physical characteristics • use maps, atlases and globes to locate countries and describe features studied • Use a range of resources to describe and understand key aspects of human geography, including: types of settlement and land use <u>Investigating patterns</u> • understand geographical similarities and differences through the study of human and physical geography in different regions and countries • Look at the impact of pollution and deforestation on rainforest • identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere • 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 (simple bar in line with Y3 maths curriculum) <u>Communicating geography</u> • describe and understand key aspects of: • physical geography, including: climate zones, rivers, mountains and rainforest • describe and understand key aspects of human geography, including: types of settlement and land use • use the eight points of a compass • Begin to use agreed symbols to represent human and physical characteristics • Draw maps of real and imaginary places • use agreed symbols for mapping
History prior knowledge	Children know that we learn about the past from sources eg Samuel pepys diary Children can use language such as 'a long time ago, before, then, later, modern, old ' etc Children know about the life of Mary Seacole and other Victorians and their impact on the world at that time They have some basic knowledge of 'victorian life' Children know about the causes of the great fire of London and simple details about life at that time such as the materials of buildings They can name some significant people from the past such as previous monarchs, Mary Seacole They can give details about significant events such as the introduction of the railway in the Victorian period and its impact on holidays and the seaside They can give details about materials and technology in the Victorian period and more recent history through their knowledge of toys from the past.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	Children look at the progress of the stone age to iron age and its impact on changes in civilisation, moving	Children continue to explore relevant early settlements and	Children learn about significant events in the		Using their understanding of	Children examine the Elizabethan world and the

Substantive knowledge	from caves to hill forts to small communities. They understand how we have learned about this period from many different sources (cave paintings /Skara Brae). They can describe the progress and achievements of other ancient civilisations and compare them, with particular emphasis on early settlement life such as along the Nile in ancient Egypt. They use different tools for comparison such as simple tables or Venn to help identify patterns in history and how we learned about ancient history.	changes over time in these areas to the modern day, building a sense of chronology and the concepts of ancient, modern, BCE / ACE building on their examination of ancient civilisations in Autumn 1.	history of the Vikings' migration to the UK, examining the push and pull factors. They look at different accounts of the Vikings and examine why they differ and why it is important to have different sources. Children recall important details of the Viking's presence in the UK, including the construction of the Danelaw. History KS2 / KS3: Viking invaders and settlers - BBC Teach		early settlements, children look at the building of Bagdad. They then examine its significance for trade and knowledge by looking at the Silk Route/road and the house of wisdom. Children make connections to the wider world at that time through the importance of the silk road and / or the accounts of Ibn Battuta. This topic helps introduce ideas about society and culture that are applied in Y5's in depth look at Ancient Greece.	lives and experiences of a diverse range of people in the period. They look at the ethnic and social diversity and how travel and trade changed British society at that time. They look at the economic impact of travel and trade and explore its impact on different groups. Symbolism in portraits of Queen Elizabeth I | Royal Museums Greenwich (rmg.co.uk) See book 'Black and British' to explore diversity of the period The first men who dived on

						the Mary Rose | The Mary Rose
History Vocabulary	Prehistoric, ancient, BCE, primitive, community, hill fort, settlement, Bronze age, Stone Age, Iron Age, nomadic, hunter gatherers, petroglyphs, primary sources, civilisation, Neolithic, preserved	Ancient, modern, BCE, ACE, period, era, economy development, industry, slavery	Migration, invasion, raid, pirate, bias, Lindisfarne, primary sources, bias, culture, religion, religious, society, Danelaw / Danegeld, longship, kingdom, artefact Norseman, warrior, farmer, monastery, monk, Christian, pagan, Mercia, conquer, fortress, trade, long-sword, axe, Jorvik, runes, evidence, cause, effect		House of Wisdom, large population, Golden Age of Islam, Dark ages, Caliph, Philosophy, astronomy, scholar, depopulate, civilisation, merchant,	Merchant, Elizabethan, Tudor, Armada, fleet, empire, political, power, cause / effect, growth, artefact, century, primary source, representation, monarch, reign, divine right symbolism, imperial, navel, culture, sovereign, hierarchial, gentry
Year 3 **Disciplinary knowledge** Consequence	<u>Investigate and interpret the past</u> • Use evidence to ask and answer questions about the past looking at different types of evidence (from written accounts to objects and artefacts) • make judgements based on evidence from sources • Begin to understand how knowledge of the past is constructed from a range of sources. <u>Build an overview of world history</u> • understand that human beings have basic needs but that these are fulfilled differently according to different knowledge and circumstances over time • Compare some of the times studied with those of other areas of interest around the world e.g. Bagdad and Viking UK. • Describe the social, ethnic, cultural or religious diversity of past society (Bagdad, Viking vs Anglo Saxons)					

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Change and continuity Similarity and difference Historical significance Investigating and interpreting the past Chronology	• Describe the characteristic features of the past, including ideas, beliefs, attitudes <u>Understand chronology</u> • Use dates and terms to describe events • Place events on a time line • Recognise and describe change within a period or society (stone age to iron age, changes to Britain through Danegeld, Elizabethan) <u>Communicate historically</u> • Use appropriate historical vocabulary including time period, dates, era, change, chronology AD/BC/CE / BCE • Use literacy and numeracy and computing skills in line with the Year 3 curriculum to communicate information about the past
Science	Children learn and practise a broad range of enquiry and investigation skills, inspired by the work of scientists in the specific field of study the children are learning about. Children will learn how curiosity, questioning and enquiry led to their discoveries. They will be able to recall the expected knowledge of the curriculum but this should be enhanced through study of scientists and engagement with museums and other education partners. We use 'Developing Experts' as a resources to ensure children learn, explore and investigate beyond the curriculum. This is supported by our knowledge organisers for each topic.

Science	**Rocks**	**Animals incl humans**	**Forces**	**Plants**	**Light**	**Magnets**
	Children explore: • the formation and properties of igneous rocks • the formation and properties of sedimentary and metamorphic rocks • weathering and suitability of rocks • the impact of water and other conditions	Children learn about • the 5 key food groups • the nutrition in the food we eat • different types of skeletons • animals and their skeletons • the role of muscles	Children explore Contact and non contact forces Compare how things move on different sources	• Children compare the effects of different factors on plant growth • Describe the functions of the different parts of flowering plants and how	• Identify the differences between light sources and non light sources • Explore that light comes from the sun and how to stay safe	Children explore: • Different kinds of magnet • Properties of magnets and every day objects that are magnetic • Children understand that magnetic

	• different types of soil Children understand how fossils are formed.			they are used in photosynthesis • Investigate the way water is transported • Explore the part that flowers play in the life cycle • Understand the pollination process and the way seeds are dispersed	• Explore materials which are reflective • Discover how shadows are formed • Investigate how shadows change across the day • Investigate how you can change the size of a shadow	forces can act at a distance • Explore the use of every day magnets
Enquiry / Investigation categories to be covered	**Grouping and Classifying** **Fair testing**	**Grouping and Classifying** **Model making** **Researching using secondary sources**	**Problem solving** **Pattern seeking**	**Fair testing** **Observation over time**	**Pattern seeking** **Observation** **Observation** **Researching using secondary sources**	**Observation** **Fair testing** **Sorting and classifying**
Enquiry vocabulary	Aim, Fair test, variables, conclusion, prior knowledge, prediction, data, record, present, equipment, measure, sources, method, collect, results, accuracy, conclusion, pattern,					
Vocabulary	Rock, absorbent, soil, permeable, marble, pebble, granite, texture, sand, characteristic, stone, surface, slate, chalk, clay, texture	Nutrition, vitamins, minerals, fat, protein, Carbohydrates, fibre, water, skeletons – support, protection, skulls – brain, ribs – heart, lungs, joint,	Forces, friction, surface, drag, push, pull, Isaac Newton, acceleration	structure flowering plants, roots, stem/ trunk, leaves, flowers, function – nutrition, support, reproduction, makes own food air, light, water, nutrients from the soil, room to grow, fertiliser,	Shadow, light similar shadow shape, light transparent opaque, light source, block, Sun, direction changes, light	Force, non-magnetic, magnet, attraction, spring, repulsion, metal, iron, copper aluminium,

		muscles- movement, pull, contract, Relax, diet		life cycle flowers pollination, seed formation, seed dispersal, female part, male part, stamen, stigma, anther, ovary, sepal, style	travels, object shortest daytime, longest, highest, torch, reflect, reflection	attract, repel, magnetic, direction, poles, magnetic field
Art	**Drawing: Gestural Drawing with Charcoal** Pupils explore charcoal as a drawing material. They respond to the work of contemporary artist Laura McKendry and the great master Edgar Degas. Pupils think about how they can experiment with mark making to create line, shape, texture and tone. They begin to think about light and dark by being introduced to the term 'Chiaroscuro' to go onto create drawings that capture a sense of drama. **Artists: Laura McKendry, Edgar Degas**	**Collage: Exploring pattern** Children explore the work of artists who use patterns, signs and motifs in their work. Children explore pattern and develop a range of technical skills and knowledge through drawing and collage. They will make their own repeated pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition. **Artists: Rachel Parker, Sarah Morris, Yayoi Kusama, William Morris**	**Sculpture: Telling stories through drawing and making** Pupils look at the work of artists who use their sketchbooks to help them make the transition from words to image/object. Children explore drawing from life and how exaggeration is used as a tool to convey intention. Children then go onto translating text into imagery using shape and line before developing a sculptural character showing consideration for form, texture, material, construction, and colour	**Painting: Using natural materials to make images** Children are introduced to artists who find and make pigments from the landscape they are drawing and painting. Children then go on to make their own imagery, using natural dyes and objects found in their local environment. **Artists: Frances Hatch, Lucy Mayes**		

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			Artists: Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake			
Year 3 Skills	**Gestural Drawings with Charcoal** • Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale. • Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings. • Make marks using charcoal using hands as tools. Explore qualities of mark available using charcoal. • Make charcoal drawings which explore Chiaroscuro and which explore narrative through lighting/shadow • Develop mark making skills by deconstructing the work of artists. • Use imaginative and observational drawing skills to make drawings of animals/ people , thinking about background, foreground and subject. • Continue to build an understanding that sketchbooks are places for personal experimentation. **Working and Shape and Colour** • Understand that we can combine collage with other disciplines such as drawing, printmaking and making. • Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking to make a creative response to an original artwork. Explore positive and negative shapes, line, colour and composition. • Understand that mono print can be used effectively to create prints which use line. Use mono print over collaged work to make a creative response to an original artwork. **Sculpture: Telling stories through drawing and making** • Understand that many makers use other artforms as inspiration, such as literature, film, drama or music. • Understand that when we make sculpture by moulding with our fingers it is called modelling • Know that clay is a soft material which dries/sets hard. • Use air dry clay to model characters inspired by literature. Consider form, texture, character, structure. **Using natural materials to make images** • Explore creating pigments from materials earth, vegetation). Use them to create an image which relates to the environment the materials were found in.				

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D&T					**Food and Nutrition: Eating Seasonally** Children identify the different climates in which fruits and vegetables grow and follow a recipe to make Japanese fruit skewers with plum sauce. They learn that we have to import some foods from other countries, before baking a fruit crumble using seasonal British fruits. Children go on to create a tart recipe that is healthy and nutritious using seasonal vegetables **Textiles: Cushions** Having already learnt the basics of sewing and embellishing fabric in key stage one, children build on their repertoire by introducing two new skills: cross-stitch and appliqué. After learning these techniques, children apply their knowledge to the design, decoration and	**Structures: Constructing a castle** Children look at the features of a castle and how multiple shapes are combined to form a strong and stable structure. Children then go onto designing their own castle before constructing a castle made with 3D nets

					assembly of their very own cushions.	
D&T skills **Year 3**	**Eating seasonally** **Skills:** • Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish. • Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination. • Following the instructions within a recipe. • Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart. **Knowledge:** • To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country. • To understand that imported foods travel from far away and this can negatively impact the environment. • To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre. • To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health. • To know safety rules for using, storing and cleaning a knife safely. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. **Cushions** **Skills:** • Designing and making a template from an existing cushion and applying individual design criteria. Following design criteria to create a cushion or Egyptian collar. • Selecting and cutting fabrics with ease using fabric scissors. • Threading needles with greater independence. • Tying knots with greater independence. • Sewing cross stitch to join fabric. • Decorating fabric using appliqué. • Completing design ideas with stuffing and sewing the edges. • Evaluating an end product and thinking of other ways in which to create similar items. **Knowledge:** •To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. •To know that when two edges of fabric have been joined together it is called a seam. •To know that it is important to leave space on the fabric for the seam. •To understand that some products are turned inside out after sewing so the stitching is hidden. **Constructing a Castle** **Skills:**					

	• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison, to the original design. • Suggesting points for modification of the individual designs. **Knowledge:** • To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product
Music	There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. The curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: SINGING, LISTENING, COMPOSING, PERFORMING / INSTRUMENTAL In Years 3 and 4, each class will have a whole-class instrumental programme, at Hallfield we use 'groove 'n' play' in line with the recommendations of the borough's music hub. To support achieving in all key areas, the instrumental program is supported and increased by modules from Kapow Music.
Year 3	**Singing / performing** • Sing from with accurate pitch a wide range of unison songs • Sing in tune and with forte and piano • Maintain a simple part within a group, including actions in a range of action songs • Pronounce words within a song clearly. • Walk, move or clap a steady beat with others changing as the tempo changes • Develop facility in playing a tuned percussion or melodic instrument (recorder) • Play to staff notation (within a small range) as a whole class or small groups • Use listening skills to correctly order phrases using dot notation • Play individually melodic phrases at different speeds (allegro / adagio) • Perform question and answer phrases **Composing** • Compose and perform melodic songs, improvising 'on the spot' responses in a limited note range • Create music that has beginning, middle and end to different stimuli (e.g. stories, art, musical sources) • Create accompaniments for tunes. • Use echo or question and answer phrases in their own music • Choose, order, combine and control sounds to create an effect. • Combine known rhythmic notation with letter names to create rising and falling phrases (using do, re and mi) • Use digital technologies to compose pieces of music.

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	Reading notation • Introduce stave, line and spaces and clef. • Use dot notation to show higher / lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms understanding how to link each syllable to a note **To describe music** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings					
Coverage						
PE	Teachers follow the scheme, ensuring that they revisit and secure prior skills from previous year groups as well as new ones. Children will be able to describe the skills and strategies they need for different activities and the impact on their bodies of different types of activity.					
PE Units	Invaders & Bootcamp	Dynamic dance& Mighty movers	Y3: Brilliant ball skills & Gym fit circuits Y4: Striking and Fielding & Gym fit circuits	Y3: Groovy gymnastics & Skip to the beat Y4: Gymnastics sequences & Step to the beat	Y3: Field games & Cool core frenzy Y4: Nimble nets & Pilates	Y3: Active athletics & Fitness Y4: Young Olympians & Fitness frenzy
PE Skills **Year 3**	**In Dance** • improvise freely, translating ideas from a stimulus into movement • create appropriate dance phrases to reflect the idea or style • shares the composition of dance phrases with a partner and in a small group • repeat remember and perform steps of a set style • use dynamic, rhythmic and expressive qualities clearly and with control • recognise and describe expressive qualities of a dance style • suggest improvements to their own and other people's dances • understand the importance of warming up and cooling down In Gymnastics					

	• create and perform a sequence of at least five elements using a greater number of their own ideas • choose and plan sequences of contrasting actions • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performance • identify some muscle groups used in gymnastics activities • suggest warm-up activities • compare and contrast gymnastic sequences, commenting on similarities and differences • with help, recognise how performances could be improved **In Games** • use a range of skills e.g. throwing, striking, intercepting and stopping a ball with some control and accuracy • choose, apply and practise skills and simple tactics to suit the situation in a game • carry out tactics successfully • describe what they and others do that is successful • suggest what needs practising • keep up a continuous game • use a small range of basic racket skills • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for an opponent • adapt and refine rules • understand the point of the game • apply rules fairly to keep games going • recognise how net games make the body work • talk about what they do well • throw and catch with control • be aware of space and use it appropriately in a game • keep possession with some success when using equipment **In Athletics** • run at different speeds changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of object, changing action for accuracy and distance

Hallfield Primary School

Growing, Learning, Achieving Together

Spanish	Children learn to name some Spanish-Speaking countries and some towns in Spain. They learn the days of the weeks and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. They continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro, they prepare and perform a radio or TV advert of a toy.	Children work on sound and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. They use a story to consolidate this learning. Children learn the names of some sports, as well as some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.	Children learn to describe animals characterised by the music and to talk about their habitats. They use a story to consolidate this learning. They also learn how to tell the time on the hour. Children learn more phrases about the weather and how to say the temperature (including with negative numbers). Aesop's fable "El viento y el Sol" is used for text-based work. They also learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.
Year 3 skills	<u>Speaking and Listening</u> • Listen and show understanding of single words through physical response. • Listen and identify rhyming words and particular sounds in songs and rhymes. • Recognise a familiar question and respond with a simple rehearsed response. • Name objects and actions and link words with a connective in a simple rehearsed statement. • Join in with the words of a rhyme, song or story sometimes from memory. <u>Reading and Writing</u> • Read aloud and understand familiar short sentences using knowledge of letter string sounds and observing silent letter rules. • Read and show understanding of simple familiar phrases and short sentences. • Use a bi-lingual dictionary to find the meaning of a word or its translation. • Write and say a simple phrase to describe people, places, things and actions using a language scaffold.		

	• Write simple familiar short phrases from memory with understandable accuracy and express personal experiences and responses. Grammar • Use the correct form of the definite article in singular and plural sentences. • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.