



## Brooklands Primary School – Curriculum Information for Parents 2024-25

### Year 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	Local Area Geography Walk		Grosvenor Museum - Chester		Virtual Rainforest and Animal Visit	
<b>Mathematics</b>	<p><u>Adding and subtracting across 10</u> Children begin to add three numbers together within 10 using number lines, tens frames, part-part-whole models and ‘first, then and next’ stories. Next, they find ways to make 10 to become more efficient when solving calculations that bridge 10.</p> <p><u>Numbers to 1,000</u> Within this unit, children will understand the place value of a 3-digit number writing the number in words and numerals and find its place on a number line. They explore how 100 can be composed of 50s, 25s, 20s and 10s and use this knowledge to solve problems involving reading scales of measure. The children will be learning how to measure lengths in mm, cm and m, to compare and convert lengths. They use their knowledge of bridging 10 to find the most efficient way to answer addition and subtraction questions that make and bridge 100.</p>		<p><u>Right angles</u> Children rotate two lines around a fixed point to explore how angles are created and learn that a right angle is created at a square corner. They use a right angle checker to identify angles less/greater than a right angle in polygons.</p> <p><u>Manipulating the additive relationship and securing mental calculations</u> Children secure their use of mental calculations using partitioning, redistribution, adjusting and finding the difference to solve addition and subtraction problems.</p> <p><u>Column addition and subtraction</u> Children learn the correct layout of the column method and use their knowledge of place value to solve sus that require regrouping in the 1s and 10s column. Similarly, subtraction problems that involve an exchanging in the 1s and 100s.</p> <p><u>2s, 4s and 8s times tables</u> Children learn the multiplication facts for the 2, 4, 8 times tables and explore the relationship between them.</p>		<p><u>Unit Fractions</u> Children explain that a fraction is made-up of equal parts and explain the size of the part in relation to the whole. They define what a unit fraction is. Next, they compare and order unit fractions by looking at the denominator. They explore how to find unit fractions of an amount using their division knowledge.</p> <p><u>Non-unit fractions</u> Children explain that non-unit fractions are composed of more than one unit fraction. They explore how non-unit fractions with the same denominator can make one whole. Next, they add and subtract non-unit fractions with the same denominator. Then, compare and order non-unit fractions.</p> <p><u>Parallel and perpendicular sides in polygons</u> Children explore drawing and constructing polygons with parallel and perpendicular sides.</p> <p><u>Time</u> Children learn how to tell and write the time from an analogue clock, using Roman numerals. They learn how to tell the time using the 12-hour and 24-hour clocks, estimating and reading time to the nearest minute. They learn how to compare time and duration in terms of seconds, minutes and hours using vocabulary such as am and pm. They explore how many days are in each month and the number of months and days in a leap year.</p>	
<b>English</b>	<p><b>Writing to Entertain - Poetry</b> The children will study a range of lively performance poetry, learning how to read and perform poems with appropriate expression, intonation, volume and</p>		<p><b>Writing to Entertain – Narrative</b> The children will read the classic story of ‘The Midnight Fox’ to explore the features and structure of extended narrative texts. They will participate in writing a class</p>		<p><b>Writing to Entertain - Narrative</b> The children will look at the Great Kapok Tree, a class novel linked to the rainforest. They will build on their</p>	

	<p>actions. In addition, they will also write their own poems to perform to their peers in class.</p> <p><b>Writing to Entertain - Narrative</b></p> <p>The children will explore Michael Foreman's stories in depth, looking at the style and features of his work. They will complete different genres of writing linked to the author and write part of a narrative in the same style.</p> <p><b>Writing to Inform</b></p> <p>With a focus on the Stone Age inspired by their 'Brilliant Britain' history learning. The children will practise writing recounts. They will look in detail at the style and features used in diary writing through a variety of texts linked to their topic learning. They will practise combining the skills that they have learnt to write their own recounts. In addition, the class will read texts and explore the features of writing to inform. They will then practise writing their own sets of instructions linked their stone age topics, where they will instruct on how to make stone age tools.</p>	<p>story based on this narrative, before planning and creating their own stories with a similar theme and plot. The children will also use 'The Midnight Fox' as a stimulus for letter writing. They will learn about the features and style of letters and will write informal letters between the characters in the story.</p> <p><b>Writing to Entertain - Poetry</b></p> <p>Children will continue to develop their skills to perform poems with expression. They will specifically focus on clerihews. Children will learn the poetic features of a cleriheh and practise writing their own.</p> <p><b>Writing to Persuade</b></p> <p>In line with their history topic on the Romans, Children look in detail at the Boudicca's rebellion. They discuss what happened, who the major players were and how Boudicca raised such a gigantic army to face the Romans. Looking at persuasive devices, the children will write a persuasive speech as if they were Boudicca. They will perform the speech to their 'people' (the class) and try to persuade them to join the resistance!</p>	<p>learning about character and plot development to plan and write their own stories set in the Sherwood Forest.</p> <p><b>Writing to Inform</b></p> <p>The children will explore a variety of texts such as reports, fact-files, encyclopaedia entries linked to their rainforests topic before using the features they have learnt to write their own reports based on a new rainforest discovery!</p> <p><b>Writing to Entertain - Poetry</b></p> <p>In poetry, the children will learn the features of limericks and write their own humorous poem about a forest animal.</p>
<p><b>Topic</b> (Includes History, Geography, Art and Design Technology)</p>	<p><b>Brilliant Britain</b></p> <p>The children will start the topic with a study of the UK. They will learn to locate different cities and counties and recap capitals of the United Kingdom. The children will compare the human and physical features of Manchester and London and compare the features of their local area and how it has changed over time, including urban areas. The children will also take part in a local geography walk and will create a map of their local area as well as investigating the issues of pollution and traffic in the local area by carrying out a fieldwork traffic survey. In Art, the children will be looking at the work of Stephen Wiltshire and using drawing techniques to create their own cityscapes. The children will get involved in an enquiry about Stone Age people of Britain (Skara Brae) and how life changes through the different time periods of the Bronze Age through to the Iron Age. When learning about the Bronze Age the children learn about the importance of the Great Orme in Llandudno as a Bronze Age copper mine and the mighty hill forts of the Iron Age, including looking at tribal kingdoms and</p>	<p><b>Empire Strikes</b></p> <p>After studying life in prehistoric Britain, we look how life changed due to the expansion of the Roman Empire. The children start by learning about Italy, its location within Europe, key landmarks from Ancient and Modern Rome, major volcanoes, as well as comparing Italy to the UK. The children will learn how the Roman Empire began and spread over Europe leading to the invasion of Britain, including looking at land use now and in Roman times. We look at the reasons why the Romans invaded Britain, comparing invaders and settlers and learning about the life and role of Julius Caesar. The children will label the armour of a roman soldier and write a letter to join the Roman Army. They will learn about the impact the Romans had on Britain and how they have shaped modern Britain. We study through different sources Hadrian's Wall, major forts and Roman baths. The children learn about Boudicca and role-play different perspectives of her rebellion against the Romans. In Art, the children will use clay to create their own Roman Pottery designs. In DT, the children will complete a project on creating shell structures to store their Roman pots.</p>	<p><b>Into the Rainforest</b></p> <p>The children will be learning about rainforest biomes and climate zones and will have the opportunity to use maps with a variety of scales to locate rainforests around the world. They will learn about the climates of rainforests, comparing them with the UK and filming video weather reports to showcase their findings. They will explore and recreate the different rainforest layers by investigating the wide variety of plants and animals which live in each. The children will focus their study on the Amazon Rainforest, discussing tribes that live there and comparing it with the conditions and geography of Sherwood Forest. In addition, they will also have the opportunity to choose a rainforest country to research in further detail in order to answer a range of geographical questions. The children will learn about the problems facing the rainforests, such as deforestation. They will explore the causes of this problem and decide on strategies to help with prevention. The children will then move onto finding out about Fair Trade. They will learn about rainforest produce such as chocolate and bananas, and find out</p>

	the introduction of weapons. Children will gain an understanding of the changes and life in prehistoric times through comparing different sources and they will take part in chronological mapping of key events and debate the choices prehistoric people made. This links to our DT unit whereby the children make mechanical woolly mammoths in our levers and linkages unit.			about the importance of fair pay and good conditions for farmers working in the rainforests. The children will then have the opportunity to design and make a Rocky Road, using Fairtrade and seasonal produce. In Art, they will study the work of Henri Rousseau, practise replicating his acrylic painting techniques and paint rainforest animals and scenes using his style.		
<b>Computing</b>	<b>Creating media - desktop publishing:</b> Children will make their own template for a magazine front cover adding text, images and changing the font and colour of the text. Children will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.	<b>Creating media - stop-frame animation:</b> Children will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude by adding other types of media to their animation, such as music and text.	<b>Programming - sequencing sounds:</b> Children will use Scratch to explore the concept of sequencing in programming. They will add motion, sound, and event blocks.	<b>Data and information - branching databases:</b> Children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. They will create physical and on-screen branching databases.	<b>Computer systems and networks - connecting computers:</b> Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will start by comparing digital and non-digital devices, before introducing computer networks that include network infrastructure devices like routers and switches.	<b>Programming B - events and actions in programmes:</b> Children will design and code their own maze-tracing program. They will explore pen blocks and are given the opportunity to draw lines with sprites and change the size and colour of lines.
<b>Science</b>	<b><u>Light and shadow</u></b> The children will name light sources and find how shadows are formed They will measure and investigate shadows and explore materials and their transparency to light.	<b><u>The power of earth</u></b> The children will look at the formation of rocks and soils and explore the 3 different types of rock and their formation. They will research fossils and study the different soil types.	<b><u>Forces and magnets</u></b> The children will look at different types of forces and their effects. They will discover how magnets repel/attract their poles and their use in everyday life.	<b><u>Animals and their nutrition and skeletons</u></b> The children will research how animals have adapted to the food they eat and the skeletons they have. They will find out about the importance of healthy diets.	<b><u>Plants</u></b> The children will find out about the function of different parts of the plant and plant life cycles. The children will follow the journey of water in plants and discover what helps a plant to grow well. They will also learn about rainforest plants.	
<b>R.E.</b>	What do different people believe about God?	Why is the Bible so important for Christians?	What does it mean to be a Christian in Britain today?	Why are festivals important to religious communities? (Holy Week and Easter)	Why are festivals important to religious communities? Pesach, Ramadan, Diwali Why do people pray?	Why do people pray?
<b>P.E.</b>	<b><u>Outdoor</u></b> – Tag Rugby <b><u>Indoor</u></b> – OAA	<b><u>Outdoor</u></b> – Lacrosse <b><u>Indoor</u></b> – Gymnastics	<b><u>Outdoor</u></b> – Football <b><u>Indoor</u></b> – Dance	<b><u>Outdoor</u></b> – Netball <b><u>Indoor</u></b> – Health Related Fitness	<b><u>Outdoor</u></b> - Athletics <b><u>Indoor</u></b> – Dodgeball	<b><u>Outdoor</u></b> -Rounders <b><u>Indoor</u></b> – Tennis
<b>PSHE</b>	<b>Being Safe (including online safety):</b> In September, the children will learn the school rules about health and safety including where and how to get help. They learn the people who are responsible for keeping them health and safe and ways they can help these people. The children will		<b>Money:</b> Understand the role money plays in my own and others' lives including how to manage money, keep it safe, choices about spending money and what influences those choices.  <b>Being Safe (including online safety):</b> Children will learn about how to stay safe online and understand why social media; some		<b>Families and people who care for me:</b> Children recognise the importance of family and they are units to provide love, security and stability. Children recognise that families can look different from their own but also are characterised by love and care. Children recognise the different types of relationships and if they become unhealthy who to talk to.	

	<p>differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.</p> <p><b>Mental Wellbeing:</b> Children will learn what positively and negatively affects their mental and emotional health. They will extend their vocabulary so they are able to discuss good and not so good feelings and learn how to overcome conflicting emotions. We will understand about change, including transition, loss, separation, divorce and bereavement. Children will reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p><b>Me and my community:</b> The children learn what it is to be part of community and the varied institutions that support communities locally. They understand what improves and harms my local, natural and built environments and understand some of the ways people look after them. We will discuss the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p><b>Healthy lifestyle:</b> Linking to our science unit, children will learn about the dangers of sun exposer. They will learn how to reduce the risk of sun damage, including skin cancer. We will research, discuss and debate topical issues, problems and events concerning health and wellbeing.</p>		<p>computer games and online games are age restricted. We will discuss the importance of protecting personal information such as their address and password.</p> <p><b>Online relationships:</b> Children understand that sometimes people behave differently online and understand the rules and principles for face-to-face relationships apply to online relationships.</p> <p><b>Rules, Rights and Responsibilities:</b> Children understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Rules and laws are to protect us. They know all people, including themselves and those in a position of authority, are to be treated with respect because these rules. These may differ in different situations. We will examine information presented in social media and why it is important to do so.</p> <p><b>Healthy lifestyle:</b> Linking to our science unit, children will learn about what positively and negatively affects their mental health and make informed choices about the concept of a balance lifestyle. We will learn that bacteria and viruses can affect health and follow simple routines including dental health can reduce their spread.</p>		<p><b>Caring friendships:</b> They will learn about the importance of positive, caring and healthy relationships with friends and how to form them.</p> <p><b>Respectful Relationships:</b> The children will learn about forming positive relationships and develop strategies to resolve disputes, as well as discuss their own feelings and those of their peers. Children can recognise the importance of respecting others, even when they are very different from them, make different choices or have different preferences or beliefs. They work collaboratively towards shared goals. Children learn to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	
MFL	<p><b>A new start:</b> greetings, numbers and colours</p>	<p><b>Calendar and celebrations:</b> days of the week, months of the year, classroom commands, bonfire night colours how Christmas is celebrated in France.</p>	<p><b>Animals:</b> my favourite animal is...</p>	<p><b>Carnival and playground games:</b> carnival celebrations, numbers 1 – 15, Easter vocabulary.</p>	<p><b>Fruit and vegetables:</b> ask politely for fruit and vegetables.</p>	<p><b>Going on a picnic:</b> places in France and why you may visit there, places to go for a picnic and naming picnic foods.</p>
Music	<p><u>Hear it, play it!</u></p>		<p><u>Painting Pictures with Sound</u></p>		<p><u>Sing, Play, Notable!</u></p>	