

SCHEME OF WORK

for Art
 Year 3



TERM	TOPICS
1	<p>Pictures of Relations. In this unit children will investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. Students will learn how to compose a draft, a group picture, and how to see the relationship between figures, posing, expression and character.</p>
2	<p>Who are the two people in each student’s painting? How are they related to each other? What do their clothing, pose and gesture tell us about the people? How effectively is the painting telling us about the two people in the portrait? Students compare and comment on their own and others' portrait work.</p> <p>Additionally, students will create projects related to the German project theme of “History of Braunschweig,” including making 3-D castles.</p>

3	<p>Children will be able to explore ideas about portraits and make a painting of a double portrait; comment on differences in others' works; and suggest ways of improving their own work. They will be able to select information for different drawing and painting techniques this will help them to develop their ideas for making a double portrait.</p> <p>We explore how light and dark can be used to create dramatic effects in a portrait. The pupils will explore the relationships of children and adults by focusing on relative sizes and proportions of the body and parts of the body.</p> <p>Additionally, students will create projects related to the German project theme of Spring.</p>
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SCHEME OF WORK

for EMR (Ethics, Morality, Religion)

Year 3



TERM	TOPICS
1	Healthy Life style – importance of exercise and healthy eating, what affects mental health Celebrations – Harvest Festivals/ Halloween/ Diwali Christmas – What does it mean to you? Story of Jesus – Jesus was the founder of Christianity and some aspects of the life of Jesus
2	New Year Resolutions – set goals for yourself! Team Building – together we can be really strong Valentine’s day Easter Story
3	Helping others – We should help our friends Feelings Anger management

SCHEME OF WORK

for English First Language

Year 3



TERM	TOPICS
1	<p>Phonics, Spelling and Vocabulary: Identify spelling mistakes, practice new spellings using analogy, sounding out and keep individual spelling lists. Organise words alphabetically. Practice finding spellings and meanings in a dictionary. Infer meaning of unknown words from context. Extend knowledge of silent letters.</p> <p>Grammar and Punctuation: Review 'singular' and 'plural'. Review function of capital letters, full stops, question marks and exclamation marks in sentences. Identify nouns, verbs, adjectives, prepositions, adverbs and pronouns.</p> <p>Reading: Read non-fiction texts and identify text features (lists, charts, bullet points). Identify main idea of a text and scan texts to answer questions. Practice following written instructions. Sustain reading of chapter books. Practice reading with expression.</p> <p>Writing: Write first person accounts. Join words, increase speed, fluency and legibility; space and size letters appropriately. Explore paragraph organisation for extended writing. Use charts to record information from a text and sequence events.</p> <p>Speaking and Listening: Take turns and build on discussions, appropriately responding to others opinions. Modify tone and vocabulary for the situation. Practice remembering a sequence of instructions</p> <p>Assessment test</p>
2	<p>Phonics, Spelling and Vocabulary: Practice compound words. Generate synonyms for high frequency words. Practice using a Thesaurus. Practice using word choice, especially 'powerful verbs' to heighten meaning. Similes and metaphors</p> <p>Grammar and Punctuation: Use commas to make lists. How to identify - a</p>

	<p>statement from a question. Expand knowledge of connectives (because, even though, while, since, so that, etc.)</p> <p>Reading: Read fiction (stories). Identify typical story themes. Distinguish between fiction and non-fiction. Practice reading with expressions.</p> <p>Writing: Write book reports. Write fictional stories. Use paragraph organisation for extended writing. Study how to decipher information from each paragraph. Develop character portraits and setting. Use planning process for writing.</p> <p>Speaking and Listening: Take turns and build on discussions, appropriately responding to others opinions. Modify tone and vocabulary for the situation</p> <p>Assessment test</p>
3	<p>Phonics, Spelling and Vocabulary: Extend knowledge of common prefixes and suffixes (un, dis, de, re, pre, mis, non, anti, ex, co, -ly, -ful, -less). Practice using word choice to heighten meaning and find alternatives to overused words. Identify common dialogue vocabulary (e.g. said, asked).</p> <p>Grammar and Punctuation: Inflect punctuation when reading aloud. Expand use of connectives (while, since, so that, etc.). Use apostrophes in common contractions (e.g. can't). Practice speech punctuation (commas, capitalization, end marks, speech marks).</p> <p>Reading: Identify impact of adjectives. Infer meanings about character motivation etc. Practice reading with expression. Identify impact of verbs. Read and recite poetry.</p> <p>Writing: Differentiation between Facts and Opinion and write paragraphs on such topics. Study different text formats – descriptive, persuasive and explanatory texts. What are historical stories, real life stories, horror stories and traditional tales?</p> <p>Speaking and Listening: Take turns and build on discussions, appropriately responding to others opinions. Modify tone and vocabulary for the situation.</p> <p>Cambridge Primary Progression Test English Stage 4 (Paper 1 and 2)</p>

SCHEME OF WORK

for German First Language

Year 3



TERM	TOPICS
1	Das ABC (Wörter alphabetisch ordnen, Wörterbucharbeit) Texte abschreiben und Fehler berichtigen Rechtschreibung: Wörter mit langen und kurzen Selbstlauten, Schreibung mit Doppelkonsonantbuchstaben Wortarten: Nomen, Artikel, Verben und Adjektive Assessment test
2	Verben: Grundform, Gegenwartsform, zwei Vergangenheitsformen Merkmale des Satzes (Großschreibung am Anfang, Satzzeichen am Ende) Zeichen der wörtlichen Rede Reizwortgeschichten Einführung Schreibkonferenz Satzglieder (Umstellprobe, Subjekt und Prädikat) Assessment test
3	Rechtschreibung: b, d, g am Wortende, Wörter mit ie, Wörter mit Dehnungs-h, Wörter mit a/ä und au/äu Eigene Geschichten schreiben Der Brief (Aufbau und Anredepronomen) Eine Ganzschrift lesen. Personen charakterisieren. Den Handlungsverlauf beschreiben. Ein Lesetagebuch führen. Assessment test

SCHEME OF WORK

for Mathematics

Year 3



TERM	TOPICS
1	<p>Introducing routines: Time activities (mental math times table, addition, subtraction; calendar, reading clock; shapes, 2-D, 3-D).</p> <p>Place Value System: Numbers and digits and their values. Previous and next number/ previous and next tens / previous and next hundreds. Counting on and back in 1s, 10s, 100s. Counting on and back in steps (e.g. 3s and 4s). Comparing numbers $< = >$ and ordering. Rounding/Estimating. Multiplying and Dividing numbers by 10. Number line. Multiplies of 2, 3, 4, 5 and 10. Rounding to the nearest tens and hundreds. Arranging numbers on a number line.</p> <p>Multiplication and division (teach and support with routines throughout year): Multiplication as a repeated addition. All multiplication facts to 100 (mentally!!!). Multiplying numbers by powers of 10. Division as a repeated subtraction. Division facts to 100. Understand that multiplication and division are the inverse function of each other. Divisibility rules (5, 10, 100). Doubling and Halving. Odd and even numbers (consecutive numbers).</p> <p>Assessment test</p>
2	<p>Operations: Addition and Subtraction. With and without regrouping – mental, step-by-step, vertical. Several small numbers. Use negative numbers in context (e.g. temperature). Study combination of numbers to make 100.</p> <p>Money (currency): Add and subtract money (finding change with a total of 100)</p> <p>Geometry: Shapes and geometric reasoning. Identify and draw regular and irregular 2D-shapes: names, sides, vertices. Reflective symmetry and symmetry lines. Identify and draw regular and irregular 3D-shapes:</p>

	<p>names, sides, vertices. Identify real world examples of 2D- and 3D- shapes. Nets of 3-D shapes. Definition of angles and measuring angles. Position and movement. Use a co-ordinate grid to identify and describe a position (x,y). Angles: 360° (whole turn), 180° (half turn), 90° (quarter turn). Follow a given path on a map.</p> <p>Measurement: Time. Converting and measuring (years, months, weeks, days, hours, minutes, and seconds). Reading analogue and digital clock to the nearest minute. Read simple time tables and use a calendar. Calculate time intervals (hours and minutes crossing over hours, weeks and days). Rational approximation of time for daily activities</p> <p>Operations: Multiplication and division – Multiplying 2-digit numbers by 1-digit numbers. Multiplying 2-digit numbers by 2-digit numbers. Divide 2-digit numbers by 1-digit numbers (with and without remainder).</p> <p>Word problems (decide whether to round up or down after division to give an answer to a problem)</p> <p>Data, Statistics and Probability: Tally charts, pictograms (symbols representing 1 or 2 units), frequency tables, bar charts (intervals labelled in 1s or 2s). Use Venn diagrams or Carroll diagrams. Collect, organise and interpret (e.g. differences of frequencies) data.</p> <p>Assessment Test</p>
3	<p>Fractions and Decimals: What is a fraction? Recognise notation that fractions are several parts of one whole. Recognise equivalence. Recognise mixed numbers. Order fractions and mixed numbers with the same denominator. Easy fractions of an amount (e.g. one quarter of 12 apples). Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{10}$ of shapes and numbers. Identify simple fractions with a total of 1. Convert fractions to decimals.</p> <p>Measurement – Length, mass and capacity: Choose and use appropriate units and equipment to estimate, measure and record measurements (km, m, cm, kg, g, l, ml). Draw and measure to the nearest cm. convert centimetre to metres and vice versa. Scales: read, use and record measurements.</p> <p>Area: Finding area of rectilinear shapes by counting squares on a square grid. Finding perimeter.</p> <p>Use negative numbers in context (e.g. temperature).</p> <p>Cambridge Primary Progression Test Mathematics Stage 4</p>

SCHEME OF WORK

for Music

Year 3



TERM	TOPICS
1	<p>Exploring descriptive sounds: This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.</p> <p>Exploring rhythmic patterns: This unit develops children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.</p> <p>Autumn 1 Let Your Spirit Fly Autumn 2 Glockenspiel and Recorder Stage 1</p>
2	<p>Exploring pentatonic scales: This unit develops children's ability to recognise and use pentatonic scales, and to create short melodies and accompaniments.</p> <p>Exploring arrangements: This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song.</p> <p>Spring 1 Three Little Birds Spring 2 The Dragon Song</p>

<h1>3</h1>	<p>Exploring sound colours This unit develops children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary.</p> <p>Exploring singing games This unit develops children's ability to recognize and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.</p> <p>Summer 1 Bringing Us Together Summer 2 Reflect, Rewind and Replay</p>
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SCHEME OF WORK

for SST
 Year 3



TERM	TOPICS
1	<p>Science topic: Humans and animals. Know life processes of nutrition, movement, growth and reproduction. Describe differences between living and non-living. Explore how exercise and diet keep the body healthy and know that some foods are damaging to health. Explore human senses. Sort living things into groups using features and a rational process.</p> <p>History Topic: Measuring Time. Know that ten years is a decade and a hundred years is a century. Plot events on a timeline that spans several centuries.</p> <p>History Topic: Personal Timelines (Pictures and Key Events). Design a timeline that includes important events in one’s life, keeping in mind proportion and the concept of time existing before and after the timeline’s focus.</p> <p>Assessment test</p>
2	<p>Science topic: Material Properties. Know that every material has specific properties (e.g. hard, soft, and shiny). Sort materials according to properties. Explore and discuss the magnetic property. Discuss the relationship between the use and properties of materials.</p> <p>History Topic: Family Trees. Contextualize family experiences in historical events. Discuss differences in living conditions and life styles of relatives and ancestors; make assertions about the cause of these differences.</p> <p>Geography Topic: Compass Rose. Identify the cardinal and inter-cardinal directions on a compass and apply knowledge of the compass for orientation of self and other objects or places.</p>

	<p>Geography Topic: Main Rivers in Germany. Know the origin and directions of the Oder, Danube, Rhine, Weser and Elbe. Know that the Oker travels through Braunschweig and discuss its historical importance.</p> <p>Assessment test</p>
3	<p>Science Topic: Forces and motion. Know that force is a push or pull measured in force meters. Explore how forces can make objects start or stop moving, change the shape of objects, cause objects to move faster or slower or change the direction of an object. Discuss and explore friction.</p> <p>Science Topic: Plants. Know that plants have roots, leaves, stems and flowers. Explain observations that plants need water and light to grow and that temperature affects growth. Know that roots absorb water, which is transported by the stem. Know that plants need healthy roots, leaves and stems to grow well.</p> <p>Geography Topic: Maps. Explore maps of Germany noting size, distance, the location of major cities and land features and neighbouring countries. Explore maps of Braunschweig. Explore the differences in scales between maps.</p> <p>Geography Topic: Local History. Visit to learn about and make observations of local historical sites. Know key events in the history of Braunschweig. Read primary sources to learn local history.</p> <p>Cambridge Primary Progression Test Science Stage 3</p>

SCHEME OF WORK

for Sports

Year 3, 4, 5



TERM	TOPICS
1	<p>At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:</p> <ul style="list-style-type: none"> • rules during sports lessons and expected behaviour in the changing room • how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.) <p>Gymnastics (floor exercises and apparatus gymnastics): Pupils should extend their body management skills and improve the variety and quality of movement through practice on floor and apparatus. Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Explore, practice and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching (for example learning sequences leading to forward role, backward role, handstand, cartwheel, etc.) • Explore, select, develop, refine and repeat sequences of movement in response to set tasks on the floor; • Emphasise changes of speed, direction and shape. • <u>Apparatus gymnastics</u>: explore, practice and refine movement skills using the horizontal bar, parallel bars, long box, rings etc. <p>Dance</p> <ul style="list-style-type: none"> • Develop more effective use of space levels, for example high, medium, low, directions, speed and strength, for example heavy/light;

	<ul style="list-style-type: none"> • Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings; • Create, practice and perform movement sequences, using a variety of stimuli, for voice, music, percussion, traditional street rhymes, poems, stories and art work; • Structure dances with clear beginnings, middles and ends; Perform any simple dance (for example folk dance)
2	<p>Games (net- and invasion games)</p> <p>Pupils should develop co-operation and team-work through involvement in a variety of games.</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment; • Improve their skills of handling, hitting and kicking; • Explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games; • Make up, play and refine their own games and explain the rules of scoring; • Develop an understanding of, and play, small-sided, adapted and mini-games.
3	<p>Athletics</p> <p>Pupils should become involved in personal challenges and, through them, improve performances.</p> <p>Pupils will be encouraged to explore and develop:</p> <ul style="list-style-type: none"> • Practice and develop basic actions in: running over short and longer distances and relays; jumping for height or length; throwing for accuracy and distance using a variety of equipment • Measure, compare and improve their performances. <p>Outdoor and adventurous activities</p> <ul style="list-style-type: none"> • Taking part in outdoor and adventurous activity challenges both individually and within a team • Orienteering inside the gym and outside (school grounds etc.)