

# SCHEME OF WORK

for German First Language

Year 3



Zur kontinuierlichen Förderung der Lesekompetenz wird vorausgesetzt, dass die Schülerinnen und Schüler täglich außerschulisch zehn Minuten laut lesen üben. Die Übungstexte sind frei wählbar. Im dritten oder vierten Term wird im Unterricht eine Ganzschrift gelesen.

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	<p>Rechtschreibung: b, d, g am Wortende, Wörter mit ie, Wörter mit Dehnungs-h, Wörter mit a/ä und au/äu</p> <p>Eigene Geschichten schreiben</p> <p>Der Brief (Aufbau und Anredepronomen)</p> <p>Eine Ganzschrift lesen. Personen charakterisieren. Den Handlungsverlauf beschreiben. Ein Lesetagebuch führen.</p> <p>Assessment test</p>
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# SCHEME OF WORK

for Mathematics

Year 3



TERM	TOPICS
1	<p><b>Introducing routines:</b> Time activities (mental math times table, addition, subtraction; calendar, reading clock; shapes, 2-D, 3-D).</p> <p><b>Place Value System:</b> 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 <math>&lt; = &gt;</math> 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.</p> <p><b>Multiplication and division</b> (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><b>Operations:</b> Addition and Subtraction. With and without regrouping – mental, step-by-step, vertical. Several small numbers. Use negative numbers in context (e.g. temperature)</p> <p><b>Money</b> (currency): Add and subtract money (finding change with a total of 100)</p> <p><b>Geometry:</b> Shapes and geometric reasoning. Identify and draw regular</p>

and irregular 2D-shapes: names, sides, vertices. Reflective symmetry and symmetry lines. Identify and draw regular and irregular 3D-shapes: 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:  $360^\circ$  (whole turn),  $180^\circ$  (half turn),  $90^\circ$  (quarter turn). Follow a given path on a map.

**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)

**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).

**Word problems** (decide whether to round up or down after division to give an answer to a problem)

**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.

Assessment test

<h1>3</h1>	<p><b>Fractions and Decimals:</b> 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 <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math> of shapes and numbers. Identify simple fractions with a total of 1.</p> <p><b>Measurement</b> – 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. Scales: read, use and record measurements.</p> <p><b>Area:</b> Finding area of rectilinear shapes by counting squares on a square grid.</p> <p>Finding perimeter.</p> <p>Use negative numbers in context (e.g. temperature).</p> <p><b>Cambridge Primary Progression Test Stage 4</b></p>
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# SCHEME OF WORK

for Music  
 Year 3



TERM	TOPICS
1	<p><b>Music Express Year 3 Unit 1: Animal magic 1 – Exploring descriptive sounds</b>            This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words. In this unit, children learn to recognise how sounds can be used to describe animals. Using this understanding, they create their own music, add movement/narration, and rehearse towards a final performance for others. They explore how the elements of pitch, duration, dynamics and tempo can be combined to describe different sounds, e.g. animal sounds. This unit should be revisited using different stimuli, e.g. insects, machines.</p> <p><b>Music Express Year 3 Unit 2: Play it again 1 – Exploring rhythmic patterns</b>            This unit develops children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support. In this unit, children extend their understanding of rhythmic patterns, and in particular, ostinati. They create their own patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.</p>
2	<p><b>Music Express Year 3 Unit 3: The class orchestra 1 – Exploring arrangements</b>            This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song. In this unit, children develop their understanding of how instruments can be used to accompany songs. They explore a variety of accompaniment devices, select appropriate phrases and patterns, and practise and</p>

	<p>rehearse towards a final class performance.</p> <p><b>Music Express Year 3 Unit 4: Dragon Scales 1 – Exploring pentatonic scales</b></p> <p>This unit develops children's ability to recognise and use pentatonic scales, and to create short melodies and accompaniments. In this unit pupils sing songs based on a pentatonic scale. They experiment with the five notes of a pentatonic scale and play them on a range of pitched instruments, individually and together. They use the scale to make up simple songs and accompaniments. This unit should be revisited during the key stage.</p>
3	<p><b>Music Express Year 3 Unit 5: Painting with Sound 1 – Exploring sound colours</b></p> <p>This unit develops children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary. In this unit, children develop understanding of how the sounds made on different musical instruments can be used expressively. They explore how sounds can describe the moods stimulated by pictures and words. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds.</p> <p><b>Music Express Year 3 Unit 6: Salt, pepper, vinegar, mustard 1 – Exploring singing games</b></p> <p>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. In this unit children sing and play a selection of traditional and contemporary singing games. They look at their characteristics, e.g. structure, tempo, rhythm, tunes, words, actions. They think about the origins and uses of singing games.</p>

# SCHEME OF WORK

For: SST

Year: 3



TERM	TOPICS
1	<p><b>Science topics</b></p> <p><b>Humans and animals:</b> 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><b>History Topics</b></p> <p><b>Measuring Time:</b> 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><b>Personal Timelines (Pictures and Key Events):</b> 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><b>Science topic</b></p> <p><b>Material Properties:</b> 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><b>History Topic</b></p> <p><b>Family Trees:</b> 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><b>Geography Topic</b></p> <p><b>Compass Rose:</b> 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><b>Main Rivers in Germany:</b> 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>
<b>3</b>	<p><b>Science topics</b></p> <p><b>Forces and motion:</b> 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><b>Plants:</b> 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><b>Geography Topics</b></p> <p><b>Maps:</b> 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><b>Local History:</b> 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><b>Cambridge Primary Progression Test Stage 3</b></p>

# SCHEME OF WORK

for Sports  
 Year 3, 4 and 5



At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:

- 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.)

TERM	TOPICS
1	<p><b>Gymnastics (floor exercises and apparatus gymnastics):</b> Pupils should extend their body management skills and improve the variety and quality of movement through practice on floor and apparatus.</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• 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.)</li> <li>• Explore, select, develop, refine and repeat sequences of movement in response to set tasks on the floor;</li> <li>• Emphasise changes of speed, direction and shape.</li> <li>• <u>Apparatus gymnastics</u>: explore, practice and refine movement skills using the horizontal bar, parallel bars, long box, rings etc.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Develop more effective use of space levels, for example high, medium, low, directions, speed and strength, for example heavy/light;</li> <li>• Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;</li> <li>• Create, practice and perform movement sequences, using a variety of</li> </ul>

	<p>stimuli, for voice, music, percussion, traditional street rhymes, poems, stories and art work;</p> <ul style="list-style-type: none"> <li>• Structure dances with clear beginnings, middles and ends; Perform any simple dance (for example folk dance)</li> </ul>
<b>2</b>	<p><b>Games (net- and invasion games)</b></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"> <li>• Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;</li> <li>• Improve their skills of handling, hitting and kicking;</li> <li>• Explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games;</li> <li>• Make up, play and refine their own games and explain the rules of scoring;</li> <li>• Develop an understanding of, and play, small-sided, adapted and mini-games.</li> </ul>
<b>3</b>	<p><b>Athletics</b></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"> <li>• 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</li> <li>• Measure, compare and improve their performances.</li> </ul> <p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Orienteering inside the gym and outside (school grounds etc.)</li> </ul>