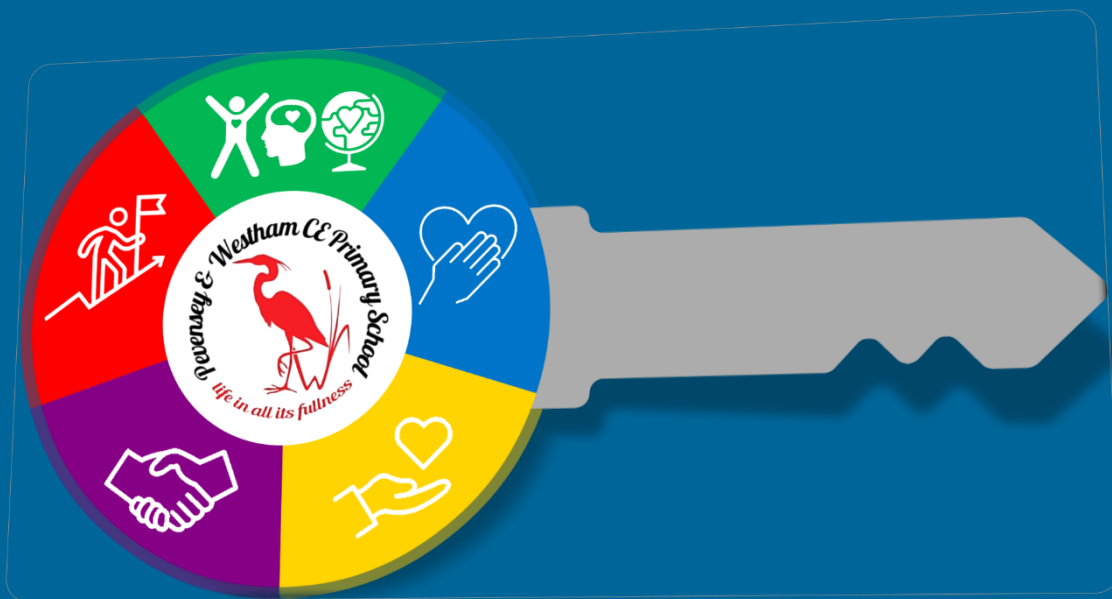


Year 3 PaWS Passport



Year 3 PaWS Passport

Our PaWS Passports highlight some of the key milestones for your child's learning this year across the wider curriculum. The points included are not an exhaustive list of everything you child will learn but detail some of the most important objectives. These objectives are key stepping stones for the essential learning your child should secure as they progress through the school: they are the building blocks for future learning.

These milestones are listed by subjects and include suggestions and links for you to support your child to embed and overlearn these key objectives at home. Overlearning will help your child to thoroughly master the learning points ready for their next step.

Digital copies are available on the school website:

<https://pevenseyschool.org.uk/learning/pawspassports>

School Vision:








“At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.”

John 10:10

Year 3 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science		Light	Forces and magnets	Animals including humans	Plants	Rocks
RE	What do Christians learn from the creation story?	What is it like for someone to follow God?	How do festivals and family life show what matters to Jewish people.	How do festivals and worship show what matters to a Muslim?	What kind of a world did Jesus want?	How and why do people try to make the world a better place?
History		Prehistoric History How did Britain change during prehistory?		Ancient Egypt What were their achievements?		
Geography	The UK - Why is the Southeast so heavily populated?					Extreme Earth Volcanoes and Earthquakes
Computing	Online identity	Computer networks	Events and actions (Scratch)		Desktop publishing (Canva)	Animation
Music	Musical elements		Dr Who anthem		Glockenspiel	
Art & Design	Gestural drawing with charcoal		Telling stories through drawing			Cloth, thread, paint
DT		Design and make a pencil pot		Make a hand puppet	Design & prepare a salad school lunch	
PE	Gymnastics OAA	Hockey Tag Rugby	Dance Hockey	Gymnastics Dance	Athletics Stoolball	Basketball Stoolball
French	I am learning French/J'apprends le français		Fruits / les fruits		I can / Je peux	
RSHE Life Skills	Setting Ground Rules, Wellbeing and Values	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing Transition to Y4

Art and Design

-  Use charcoal to create a range of marks
-  Show light and dark in their drawings
-  Use their sketchbooks for personal experimentation and development as well as knowing that everyone's sketchbook is unique to them
-  Use a range of artforms for inspiration for their own work
-  Create sculptures by modelling (adding parts)
-  Create still life drawing and paintings
-  Use paint on fabric and combine with sewing to create line and texture

Home Learning opportunities

Year 3 Art and Design

<https://www.bbc.co.uk/bitesize/subjects/zxv346f>

<https://www.tate.org.uk/kids>

Laura McKendry

<https://lauramckendry.com/>







Quentin Blake

<https://www.quentinblake.com/>

Alice Kettle

<https://societyofdesignercraftsmen.org.uk/our-makers/alice-kettle>

Computing

-  Explain what an online identity is.
-  Name and explain the purpose of the main parts of a computer network (switch, server, wireless access point).
-  Create algorithms to move a programmable element (e.g. sprite) in four different directions (up, down, left, right).
-  Detect and correct errors in an algorithm.
-  Create a desktop publishing page combining pictures, graphics and text.
-  Create the illusion of movement using over ten still images in an animation.

Home Learning opportunities

Online safety

Be Internet awesome

www.beinternetawesome.withgoogle.com/en_us/interland

Band Runner











www.thinkuknow.co.uk/parents/articles/band-runner/

KS2 Computing

<https://www.bbc.co.uk/bitesize/subjects/zvnrq6f>

<https://scratch.mit.edu/>

Design and Technology

-  Prepare a safe work space including following rules to avoid food contamination
-  Follow a recipe
-  Describe health benefits of seasonal fruits and vegetable
-  Understand the negative affects of imported foods
-  Select, measure and mark out materials and components
-  Cut neatly and accurately
-  Use neat running and back stitch
-  Add detailed finishing design features
-  Join materials using appropriate methods
-  Identify strengths and areas for development

Home Learning opportunities

Recipes

www.foodforlife.org.uk/skills/recipes

Sewing – running stitch and back stitch






<https://www.youtube.com/watch?v=i1-B01FB56s>

<https://www.youtube.com/watch?v=sjHm8CL9WDA>

Recycled craft ideas

<https://www.goodhousekeeping.com/home/craft-ideas/g39561047/recycled-crafts-for-kids/>

French

-  Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.
-  Communicate with others using simple words and short phrases covered in the units.
-  Read familiar words and short phrases accurately by applying what they have learnt. Understand the meaning in English of short words read in French.
-  Write familiar words & short phrases using a model or vocabulary list. E.g., ' 'I like apples' '.
-  Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. E.g., 'I like... 'I am called...'

Home Learning opportunities

Subscribed Apps

<https://www.languageangels.com/schools/apps>

KS2 French

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>

Geography



Identify, describe and locate where they live in the United Kingdom in relation its four nations, largest cities and the continents of the world



Describe and explain what the terms 'average' and 'general' and that there are exceptions to the following: 1) How Wales and Scotland are more mountainous than the South of England. 2) There is more average annual rainfall in the North and West of the UK. 3) The average annual temperatures are higher in the South and East of the UK. 4) There are more transport links in the South of England compared with other parts of the UK



Reason and speculate why the population density is much greater in the South East of England



Identify and describe the different layers of the Earth and the three main types of rock



Explain how volcanoes are formed



Evaluate and reach a judgement on the benefits and costs or disadvantages of living in close proximity to an active volcano

Home Learning opportunities

Key Stage 2 Geography

<https://www.oddizzi.com/> (password and username are class name)

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv/year/zmyxxyc>

[School Learning Zone - KS2 Geography \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

Mountains and volcanoes

www.primaryhomeworkhelp.co.uk/mountains/volcanoes.htm

https://world-geography-games.com/en/world_volcanoes.html

History



Explain that farming (agriculture, taming animals) had a huge impact on the people's way of life (Neolithic).



Reason and **speculate** about the way of life by examining evidence of items left behind (fishing hooks, animal bones, flint tools, building foundations).



Describe and **summarise** changes that occurred during the Iron Age (e.g. agriculture, language, trade, war and conflict etc.)



Recall and **locate** several different major civilisations around the world during this time – Indus Valley, Sumer, Shang dynasty, Ancient Egypt.



Describe key characteristics of Ancient Egypt e.g., hieroglyphics, pyramids, mummies, pharaohs, sarcophagus, sphinx, River Nile, papyrus



Explain the importance of the River Nile and its floods to Ancient Egypt e.g. water, crops, fertile soil, mud pots/bricks, fishing, papyrus reeds, transport, pyramid building.



Recognise that prehistory is the start and largest part of the wider the British narrative and **recognise** other major civilizations were evolving during the same time.

Home Learning opportunities

Prehistoric

www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z3s66g8






[School Learning Zone - Pre-historic Britain \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

Ancient Egypt

[School Learning Zone - Ancient Egypt \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

www.bbc.co.uk/bitesize/topics/zg87xnb/year/z63tt39

Music

-  Describe how sounds are produced and how instruments are classified
-  Recognise rhythm patterns, pitch shapes and metre in a piece of music
-  Begin to use and understand musical notations.
-  Listen and reflect with attention to detail
-  To rehearse and perform their part within the context of a song.

Year 3 music







<https://www.bbc.co.uk/bitesize/subjects/zwxhfg8/year/zmyxxyc>

[School Learning Zone - KS2 Music \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk)

Charanga login

<https://charanga.com/site/log-in/>

Religious Education

-  Make clear links between Genesis 1 and what Christians believe about God and Creation.
-  Make links between the story of Noah and how we live in school and the wider world.
-  Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.
-  Identify some beliefs about God in Islam, expressed in Surah 1
-  Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways
-  Express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views.

Home Learning opportunities

Year 3 RE

www.bbc.co.uk/bitesize/subjects/z7hs34j

[School Learning Zone - KS2 World Religions](#)

Christianity

www.primaryhomeworkhelp.co.uk/religion/christian.htm#top










Judaism

www.primaryhomeworkhelp.co.uk/religion/jewish.htm

Islam

www.primaryhomeworkhelp.co.uk/religion/Islam.htm

RSHE Life Skills

-  Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
-  Know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help
-  Judge what kind of physical contact is acceptable and comfortable; and know how to respond if it isn't (including who to tell and how to tell them)
-  Identify and respect the differences and similarities between people
-  Describe some ways of keeping safe in the environment and online
-  Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll
-  Ask' and 'I'll tell' including knowing that they do not need to keep secrets
-  Identify aspects of a healthy lifestyle: physical activity, rest, healthy eating and dental health
-  Know that household products, including medicines, can be harmful if not used properly

Home Learning opportunities

Key Stage 2 RSHE Life Skills

www.bbc.co.uk/bitesize/subjects/zfhbr2p







www.bbc.co.uk/teach/ks2-pshe/zbrg7nb

<https://www.bbc.co.uk/bitesize/subjects/zfhbr2p>

<https://learning.parliament.uk/en/age-range/age-7-to-11/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety/activities-safety-kids/>

Science

-  **Light:** know that shadows are formed when light from a light source is blocked by an opaque object.
-  **Forces and magnets:** compare and group materials by whether they are magnetic or non-magnetic
-  **Animals including humans:** provide some reason why humans and some other vertebrates have skeletons and muscles (support, protections and movement)
-  **Plants:** identify and describe the different parts and functions of a plant (roots, stem/trunk, leaves and flower)
-  Have a secure knowledge of what a plant needs to survive.
-  **Rocks:** compare and group different types of rock based on their appearance and some physical properties

Home Learning opportunities

Key Stage 2 Science

www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zmyxxyc

[School Learning Zone - KS2 Science](#)

[Science lessons for Key Stage 2 students - Oak National Academy \(thenational.academy\)](#)

More useful websites:

School website

www.pevenseyschool.org.uk

Doodle Learning

<https://students.doodlelearning.com/>

Times Table Rock Stars

<https://play.ttrockstars.com/auth/school/student/7769>

Dyslexia Awareness

<https://www.callscotland.org.uk/information/dyslexia/>

Books for Topics

<https://www.booksfortopics.com/>