Curriculum Overview for Year 3

Reading

Develop phonics until decoding secure
Read common suffixes
Discuss and express views about fiction, non-fiction and poetry
Become familiar with and retell stories
Ask and answer questions; make predictions
Read range of fiction and non-fiction
Use dictionaries to check meaning
Prepare poems and plays to perform
Check own understanding of reading
Draw inferences and make predictions
Retrieve and record information from non-fiction books
Discuss reading with others

Writing

Use prefixes and suffixes in spelling and use dictionary to confirm spellings
Write simple dictated sentences
Use handwriting joins appropriately
Rehearse sentences orally for writing
Use varied rich vocabulary
Create simple settings and plot
Assess effectiveness of own and others' writing.
Spell by segmenting into phonemes and learn to spell common 'exception' words
Begin to plan ideas for writing based on familiar forms
Make simple additions & changes after proof-reading

Grammar

Use ./ , /! /?/ ' /" "
Use range of conjunctions
Use perfect tense
Use range of nouns and pronouns
Use time connectives
Introduce speech punctuation

Speaking & Listening

Give structured descriptions
Participate actively in conversation
Consider and evaluate different viewpoints
Articulate & Justify answers
Initiate & respond to comments
Use spoken language to develop understanding

Art & Design

Children draw Stone Age art and carvings

Improve mastery of techniques such as drawing, painting and sculpture with varied materials

Children learn about the famous Lake District artists, W.G. Collingwood, Beatrix Potter and William Heaton Cooper.

Collage: Mosaics (Romans) Sculpture: Clay pots

Computing

Design and write programs to achieve specific goals, including solving problems.

Understand computer networks like the internet to discover their multiple uses such as searching for information and email. Use internet safely and appropriately.

Collect and present data appropriately

Use logical reasoning to explain how some simple algorithms work.

Number/Calculation

Know 2, 5, 10, 3, 4x tables
Secure Place Value to 100 (HTU)
Count in 2s, 3s, 5s, 10s, 3s and 4s.
Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
Identify, represent & estimate numbers
Compare / order numbers, inc. < > =
Write numbers to 1000
Know number facts to 20 (+ related to 100)
Use x and ÷ symbols
Solve number problems, including multiplication & simple division and missing number problems

Geometry & Measures

Measure and calculate with metric measures
Measure simple perimeter
Add/subtract using money in context
Calculate using simple time problems
Identify, sort, draw and make 2-d and 3-d shapes Identify 2-d shapes on 3-d surfaces.
Identify and use right angles.
Identify horizontal, vertical, perpendicular and parallel lines
Tell time to the nearest 5 minutes
Read scales to nearest whole unit

Fractions

Recognise, find & write fractions
Understand equivalence of e.g. 2/4 = 1/2

Data

Interpret simple tables & pictograms
Ask & answer comparison questions
Ask & answer questions about totalling
Interpret bar charts & pictograms

Design & Technology

Use research concerning Stone Age/Iron Age art and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Use annotated sketches and prototypes to explain ideas.

Evaluate existing products and improve own work

During Science Week mechanical and electrical systems in own work

During Healthy Week understand seasonality; prepare and cook mainly savoury dishes

Geography

Locational knowledge: Locating world's countries, focusing on Europe with a focus on key human and physical features and all types of settlements.

Human and physical geography ('Peaks and Troughs'):Study a contrasting locality, The Lake District, and comparing it with their own. A focus on climate, weather, oceans, seas, rivers, mountains and the water cycle.

Geographical skills and fieldwork: maps, compasses and coordinates (Roman roads)

Science

Working Scientifically—Ask questions, design tests, gather results and interpret data

Plants—Identify function of plants, requirements to survive and the purpose of flowers

Animals Including Humans—Identify need for nutrition from external sources and look at purpose of skeletons and muscles

Rocks—Compare rocks, look at fossils and examine soils

Light—Recognise dark is the absence of light, light is reflected from surfaces and shadows are formed when light is blocked

Forces and Magnets—Compare how things move on different surfaces. Describe magnets as having two poles that can attract or repel

History

Changes in Britain from the Stone Age to the Iron Age

Locate the different periods of the Stone Age on a time-line

Key aspects in early farming in Britain in the Stone Age and the impact on daily life.

The changes in life and structure of Britain from the Stone Age to the Iron Age.

Roman Empire and it's Impact on Britain

Important events in Roman Britain

Where and why Roman's settled in Britain and how it was organised.

Religious Education

Creation: What do people believe about the creation of our world?

Light as a religious symbol

The Church Year: Is Easter a festival of new life?

Judaism: What is important for Jews about being part of God's family?

Christian Worship: How and why are churches different?

Music

Use voice and instruments with increasing accuracy, control and expression

Improvise & compose music

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate wide range of live and recorded music

Begin to develop understanding of history of music

Physical Education

Use running, jumping, catching and throwing in isolation and in combination

Play competitive games and apply basic principles suitable for attacking and defending

Develop flexibility & control in gym, dance & athletics

Compare performances to achieve personal bests

Swimming proficiency at 25m (Y3)

PHSE

Working Together—children begin to develop lifelong skills in communication and working with others.

Rights, Rules and Responsibilities—children will begin to identify the difference between their wants and needs.

Healthy Lifestyles—Children understand the elements that contribute to a healthy lifestyle, including healthy eating, physical activity, sleep and use of free time.

Safety Contexts—children reflect on their understanding of keeping safe. They will learn more about the dangers of road traffic and develop understanding of action they can take to keep themselves safe.

For Year 3 curriculum Modern Foreign Languages see year 3 jigsaw