

Curriculum Overview for Year 3

<p><u>Reading</u></p> <p>Read further exception words</p> <p>Apply growing knowledge of root words, prefixes and suffixes</p> <p>Read books that are structured in different ways and for a range of purposes</p> <p>Using dictionaries to check the meaning of words</p> <p>Discuss words and phrases that capture the reader's interest</p> <p>Recognise different forms of poetry</p> <p>Preparing poetry and playscripts to read aloud and perform</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives</p> <p>Identify how language, structure and presentation</p>	<p><u>Writing</u></p> <p>Use . , ! ? ' " " "</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>Begin to use paragraphs to group related material</p> <p>Introduce speech punctuation</p> <p>Use present perfect tense of verbs</p> <p>Headings and subheadings to aid presentations</p> <p>Plan writing</p> <p>Compose and rehearse sentences progressively building a varied and rich vocabulary</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative, use simple organisational devices</p> <p>Evaluate and edit own/peers writing</p>	<p><u>Spelling</u></p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use first two or three letters to check its spelling in a dictionary</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p><u>Speaking & Listening</u></p> <p>Give structured descriptions</p> <p>Participate actively in conversation</p> <p>Consider and evaluate different viewpoints</p> <p>Articulate and justify answers</p> <p>Initiate and respond to comments</p> <p>Use spoken language to develop understanding</p>	<p><u>Art & Design</u></p> <p>Children draw Stone Age art and carvings</p> <p>Improve mastery of techniques such as drawing, painting and sculpture with varied materials</p> <p>Children learn about great artists, architects and designers</p> <p>Collage: Mosaics (Romans) Sculpture: Clay pots, Stonehenge model</p>	<p><u>Computing</u></p> <p>Design and write programs to achieve specific goals, including solving problems.</p> <p>Understand computer networks like the internet to discover their multiple uses such as searching for information and email. Use internet safely and appropriately.</p> <p>Collect and present data appropriately</p> <p>Use logical reasoning to explain how some simple algorithms work.</p>
<p><u>Number/Calculation</u></p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Find 10 or 100 more or less than any given number</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read, write, compare and order numbers to 1000</p> <p>Recognise the place value of 3-digit numbers</p> <p>Add and subtract 3-digit numbers</p> <p>Begin to use formal methods of calculation</p> <p>Use multiplication tables to multiply 1-digit by 2-digit numbers</p> <p>Solve a range of word problems</p>	<p><u>Geometry & Measures</u></p> <p>Measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g) and capacity (l/ml)</p> <p>Measure the perimeter of 2D shapes</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Tell and write the time from an analogue clock, including using roman numerals and 12 and 24 hour clocks</p> <p>Estimate and read time with increasing accuracy to the nearest minute</p> <p>Recognise angles are a property of shape or turn</p> <p>Use horizontal, vertical lines and pairs of perpendicular and parallel lines</p> <p><u>Fractions</u></p> <p>Count up and down in tenths</p> <p>Compare and order unit fractions and fractions with the same denominator</p> <p>Compare and order fractions</p> <p>Recognise some equivalent fractions</p> <p><u>Data</u></p> <p>Interpret and present data using bar charts, pictograms and tables</p> <p>Solve one-step and two-step questions such as 'How many more?'</p>	<p><u>Design & Technology</u></p> <p>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.</p> <p>Evaluate existing products and improve own work</p> <p>During Science Week mechanical and electrical systems in own work</p> <p>During Healthy Week understand seasonality; prepare and cook mainly savoury dishes</p>	<p><u>Geography</u></p> <p>Locational knowledge: Locating world's countries, focusing on Europe and North America, concentrating on their environmental regions, key physical and human characteristics</p> <p>Name and locate counties and cities of the UK</p> <p>Identify the position and significance of latitude, longitude and the equator</p> <p>Geographical skills and fieldwork: maps, compasses and coordinates (Roman roads)</p>	
<p><u>Science</u></p> <p><u>Working Scientifically</u>—Ask questions, design tests, gather results and interpret data</p> <p><u>Plants</u>—Identify function of plants, requirements to survive and the purpose of flowers</p> <p><u>Animals Including Humans</u>—Identify need for nutrition from external sources and look at purpose of skeletons and muscles</p> <p><u>Rocks</u>—Compare rocks, look at fossils and examine soils</p> <p><u>Light</u>—Recognise dark is the absence of light, light is reflected from surfaces and shadows are formed when light is blocked</p> <p><u>Forces and Magnets</u>—Compare how things move on different surfaces. Describe magnets as having two poles that can attract or repel</p>	<p><u>History</u></p> <p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>Locate the different periods of the Stone Age on a time-line</p> <p>The changes in life and structure of Britain from the Stone Age to the Iron Age.</p> <p><u>Roman Empire and its Impact on Britain</u></p> <p>Important events in Roman Britain</p> <p>Where and why Roman's settled in Britain and how it was organised.</p> <p><u>The Tudors</u></p> <p>Monarchs of England during Tudor reign</p>	<p><u>Religious Education</u></p> <p>Creation: What do people believe about the creation of our world?</p> <p>Light as a religious symbol</p> <p>The Church Year: Is Easter a festival of new life?</p> <p>Judaism: What is important for Jews about being part of God's family?</p> <p>Christian Worship: How and why are churches different?</p> <p><u>Physical Education</u></p> <p>Use running, jumping, catching and throwing in isolation and in combination</p> <p>Play competitive games and apply basic principles suitable for attacking and defending</p> <p>Develop flexibility & control in gym, dance & athletics</p> <p>Compare performances to achieve personal bests</p> <p>Swimming proficiency at 25m (Y3)</p>	<p><u>Music</u></p> <p>Use voice and instruments with increasing accuracy, control and expression</p> <p>Improvise and compose music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate wide range of live and recorded music</p> <p>Begin to develop understanding of history of music</p> <p><u>PHSE</u></p> <p>Working Together Rights, Rules and Responsibilities</p> <p>Healthy Lifestyles Keeping Safe</p> <p><u>FRENCH</u></p> <p>Use familiar vocabulary, phrases and short sentences</p> <p>Explore patterns and sounds of language through songs and rhymes</p>	