

# Curriculum Overview for Year 3

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read with fluency, understanding and expression</li> <li>• Read for a range of purposes</li> <li>• Increase familiarity with a wide range of books</li> <li>• Prepare poems and plays to perform</li> <li>• Discuss books with others</li> <li>• Draw inferences and make predictions</li> <li>• Retrieve and record information from non fiction</li> </ul> <p>Ask questions</p>	<p><b>English</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Spell words that are often misspelt</li> <li>• Use dictionary to confirm spellings</li> <li>• Use handwriting joins appropriately</li> <li>• Rehearse sentences orally for writing</li> <li>• Plan to write based on familiar forms</li> <li>• Create simple settings and plot</li> <li>• Use simple organisational devices</li> <li>• Use varied rich vocabulary</li> <li>• Assess effectiveness and edit own and others' writing</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Use range of conjunctions</li> <li>• Use perfect tense</li> <li>• Use range of nouns and pronouns</li> <li>• Use time connectives</li> <li>• Introduce speech punctuation</li> <li>• Know language of clauses</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Participate actively in conversation</li> <li>• Consider and evaluate viewpoints</li> </ul>	<p><b>Art &amp; Design</b></p> <p>Use and create sketchbooks to collect, record and explore ideas</p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting, sculpture, printing and textiles with a range of materials</li> <li>• Learn about great artists, architects and designers in history and present day e.g. Monet, Kandinsky, Dan Fenelon, Roman busts and mosaics</li> <li>• Learn about the art of ancient civilisations e.g. Maya</li> <li>• Evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Understand about the parts of a computer</li> <li>• Use internet safely and appropriately including using personal information</li> <li>• Design and write programs to achieve specific goals using Scratch</li> <li>• Use word processing software</li> <li>• Write and send emails</li> <li>• Present information using powerpoint</li> <li>• Use databases</li> <li>• Editing of video</li> </ul>
<p><b>Number/Calculation</b></p> <ul style="list-style-type: none"> <li>• Count in multiples of 4, 8, 50 and 100</li> <li>• Read, write, compare and order numbers up to 1000</li> <li>• Add and subtract numbers mentally, to HTU</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Add and subtract using standard column method and solve problems including missing numbers</li> <li>• Estimate answers to calculations and use the inverse to check</li> <li>• Know 3x, 4x and 8x tables</li> <li>• Multiply and divide using mental and more formal written methods</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables</li> </ul>	<p><b>Mathematics</b></p> <p><b>Geometry and Measurement</b></p> <ul style="list-style-type: none"> <li>• Measure, compare and calculate measures using standard units</li> <li>• Measure the perimeter of simple 2-D shapes</li> <li>• Add and subtract money, including giving change</li> <li>• Tell and write the time from an analogue clock, including using Roman numerals</li> <li>• Estimate and read time to the nearest minute</li> <li>• Identify horizontal, vertical, parallel and perpendicular lines</li> <li>• Identify whether angles are greater or less than a right angle</li> <li>• Recognise angles</li> </ul> <p><b>Fractions and Decimals</b></p> <ul style="list-style-type: none"> <li>• Understand tenths as objects or quantities and count up and down in tenths</li> <li>• Recognise fractions as simple numbers</li> <li>• Compare and order simple fractions and recognise and show equivalent fractions</li> <li>• Find and write fractions of a set of objects</li> <li>• Add and subtract fractions with common denominators (less than one)</li> </ul>	<p><b>Design &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• Research and develop design criteria to create a product that is fit for purpose</li> <li>• Prepare food safely and hygienically and understand nutrition</li> <li>• Create structures and use materials that are strong</li> <li>• Join textiles using a simple stitch</li> <li>• Evaluate and suggest ways to improve work</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Locate the countries of Europe including Russia, Recognise the environmental regions, key physical/ human characteristics</li> <li>• Name the countries and the major cities of Europe</li> <li>• Identify human and physical features</li> <li>• Recognise key topographical features (hills, mountains, coasts and rivers)</li> <li>• Recognise land use patterns and how they have changed over time</li> <li>• Recognise the equator, northern and southern hemispheres, tropics of cancer and Capricorn</li> <li>• Identify similarities / differences through the study of human and physical features in a region of a European country</li> <li>• Volcanoes and Earthquakes</li> <li>• Use maps and atlases</li> </ul> <p>Use the 8 points of a compass</p>
<p><b>Science</b></p> <p><b>Working scientifically</b></p> <p>Asking relevant questions and setting up simple tests (see science subject description for further detail).</p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Functions of parts, growth and lifecycle of flowering plants</li> <li>• Nutrition, skeletons &amp; muscles in animals including humans</li> <li>• Groups &amp; properties of rocks and soils</li> <li>• Light – sight, sources, reflections &amp; shadows</li> <li>• Change of state – solid, liquid, gas</li> <li>• Movement on different surfaces</li> </ul> <p>Magnetic forces that attract and repel</p>	<p><b>History</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• Establish clear narratives across the periods they study</li> <li>• Note connections, contrasts and trends over time</li> <li>• Develop appropriate use of historical terms</li> <li>• Address and devise historically valid questions. Construct informed responses</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Understand that different versions of past events may exist giving some reasons for this</li> </ul> <p><u>Themes</u></p> <ul style="list-style-type: none"> <li>• Mayan settlements - Compare to Britain</li> <li>• The Roman Empire – Impact on Britain</li> </ul>	<p><b>Modern Languages</b></p> <ul style="list-style-type: none"> <li>• Listen and understand single words</li> <li>• Develop accurate pronunciation</li> <li>• Read and write single words and short phrases</li> <li>• Broaden their vocabulary</li> <li>• Begin to recognise word classes within syntax.</li> <li>• Appreciate and have access to stories and songs in the target language.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>• Learn to play the recorder</li> <li>• Improvise &amp; compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate a wide range of live &amp; recorded music</li> <li>• Begin to develop an understanding of the history of music</li> </ul>
		<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping and throwing in isolation and to start learning to combine the two</li> <li>• Learn the skills and to start adapting the above into small sided games (eg. football, basketball, Hockey and rounders)</li> <li>• Develop control, balance and strength through athletics and gymnastics</li> <li>• Start performing dance moves exploring a range of movement patterns.</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres .</li> </ul>	<p><b>Religious Education</b></p> <p><b>Learning about religion</b></p> <ul style="list-style-type: none"> <li>• What do Christians believe?</li> <li>• Where do they worship?</li> <li>• The Christmas story</li> <li>• Life and Ministry of Jesus Christ</li> <li>• Old testament stories</li> </ul> <p>Adam and Eve, Noah, Moses, Jacob and Esau</p>