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| <p>MATHS</p> <p>Number/Calculation</p> <ul style="list-style-type: none"> Learn 3, 4 & 8x tables Secure place value to 100 Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits Written column addition & subtraction Solve number problems, including multiplication & simple division and missing number problems Use commutativity to help calculations <p>Geometry/Measures</p> <ul style="list-style-type: none"> Measure & calculate with metric measures Measure simple perimeter Add/subtract using money in context Use Roman numerals up to XII; tell time Calculate using simple time problems Draw 2-d / Make 3-d shapes Identify and use right angles Identify horizontal, vertical, perpendicular and parallel lines <p>Data</p> <ul style="list-style-type: none"> Interpret bar charts & pictograms Fractions, decimals & percentages Use & count in tenths Recognise, find & write fractions Recognise some equivalent fractions Add/subtract fractions up to 1 Order fractions with common denominator | <p>SCIENCE</p> <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers. Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant. Investigate the ways in which water is transported within plants. Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Animals including humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement. <p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change. <p>Rocks and Soils</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. | <p>MODERN FOREIGN LANGUAGES</p> <ul style="list-style-type: none"> Listen attentively and show understanding by joining in and responding Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help. Speak in sentences, using familiar vocabulary, phrases, and basic language structures Develop accurate pronunciation and intonations, so that others understand. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in another language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. Write phrases from memory and adapt these to create new sentences to express ideas clearly. Describe people, places and things Understand basic grammar |
| <p>PSHE TEAM-</p> <ul style="list-style-type: none"> to learn about successful teamwork skills, being considerate of others in the team and how to positively resolve conflicts that occur. <p>Be Yourself-</p> <ul style="list-style-type: none"> to identify their strengths and achievements as well as recognising different emotions they experience. To express their thoughts and feelings respectfully and how to be | <p>COMPUTING</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. | <p>RELIGIOUS STUDIES</p> <p>Key Question:</p> <ul style="list-style-type: none"> Who should we follow? <p>Focus Questions:</p> <ul style="list-style-type: none"> How and why have some people served God? What does it mean to be a disciple of Jesus? What do Christians mean by the Holy Spirit? Why is the Prophet Muhammed an example for Muslims? |

Year 3 Curriculum Overview

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| <p>assertive when in uncomfortable situations.</p> <p>Aiming High-</p> <ul style="list-style-type: none"> to identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. <p>Money Matters</p> <ul style="list-style-type: none"> To discuss how we spend money, why people might need to borrow money and the consequences of this. To begin to explore how we can prioritise what we spend money on and what choices we have, including environmental considerations of wider spending. <p>It's My Body</p> <ul style="list-style-type: none"> making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. <p>Diverse Britain</p> <ul style="list-style-type: none"> to identify that they should be respectful of difference and about British people, rules, the law, liberty and what living in a democracy means. | | <ul style="list-style-type: none"> What does a good role model look like? Why is family an important part of Hindu life? |
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| <p>ENGLISH</p> <p>Reading</p> <ul style="list-style-type: none"> Use knowledge to read 'exception' words Read range of fiction & non-fiction Use dictionaries to check meaning Prepare poems & plays to perform Check own understanding of reading Draw inferences & make predictions Retrieve & record information from non-fiction books Discuss reading with others <p>Writing</p> <ul style="list-style-type: none"> Use prefixes & suffixes in spelling Use dictionary to confirm spellings Write simple dictated sentences Use handwriting joins appropriately Plan to write based on familiar forms Rehearse sentences orally for writing Use varied rich vocabulary Create simple settings & plot | <p>MUSIC</p> <ul style="list-style-type: none"> To sing in tune with confidence. To identify and respond to different musical phrases. To perform a repeated rhythmic pattern. To explore different combinations of pitch sounds/explore musical notation. To create textures of sound. To begin to develop understanding of musical history. | <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> Use running, jumping, catching and throwing in isolation and in combination Play competitive games, modified as appropriate. Compare performances to achieve personal bests Experience net/wall games, striking and fielding games, invasion games, track and field events and orienteering. Develop flexibility & control in gymnastics Develop dance techniques, routines and awareness of movement to music Swimming proficiency at 25m |
| | <p>DESIGN AND TECHNOLOGY</p> <ul style="list-style-type: none"> Make a cushion that includes applique and cross-stich. Create a pneumatic toy that fulfils a design brief. Design a tart using seasonal ingredients. | <p>ART AND DESIGN</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Painting– improve mastery of techniques 3d work – improve mastery of techniques. Sketching drawing Learn about great artists, architects and designers |

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| <ul style="list-style-type: none"> Assess effectiveness of own and others' writing <p>Grammar</p> <ul style="list-style-type: none"> Use range of conjunctions Use perfect tense Use range of nouns & pronouns Use time connectives Introduce speech punctuation Know language of clauses <p>Speaking & Listening</p> <ul style="list-style-type: none"> Give structured descriptions Participate activity in conversation Consider & evaluate different viewpoints Develop drama techniques Experience playing characters in role Listen to and appraise performances | <p>HISTORY Changes in Britain from the Stone Age to Iron Age and the achievements of the earliest civilizations:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources. | <p>GEOGRAPHY</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate major (local) cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> naming the rivers and mountains of the UK Coasts Human geography of the UK, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical Skills and Field work</p> <ul style="list-style-type: none"> Use four figure grid references Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass. Use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
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