

Curriculum Overview for Year 3

<p>Spoken Language</p> <ul style="list-style-type: none"> Listen and respond appropriately Articulate and justify answers and opinions Maintain attention and participate actively in collaborative conversations Speak audibly and fluently with an increasing command <p>Reading</p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes to read aloud Use knowledge to read 'exception' words Listen to, participate in & read a wide range of fiction, non-fiction, poetry and plays Use dictionaries to check meanings Increase familiarity and orally retell fairy stories, myths and legends Prepare poems and plays to perform Discuss words and phrases that capture readers' interest and imagination Know different forms of poetry Check own understanding of reading through discussion and questions Begin to draw inferences and make predictions 	<p>English</p> <ul style="list-style-type: none"> Retrieve and record info from non-fiction Join handwriting appropriately Increase legibility, consistency and quality of handwriting Plan writing through discussion and informal recording of ideas Compose and rehearse sentence orally Organise paragraphs around a theme Create settings, characters and plot Begin to use a more rich and varied vocabulary Evaluate their writing by suggesting improvements Proof read for spelling and punctuation errors Read aloud their own writing controlling tone and volume so meaning is clear <p>Writing</p> <ul style="list-style-type: none"> Use range of nouns and pronouns for clarity Use conjunctions, adverbs and prepositions to show time and cause Begin to use fronted adverbials and commas Begin to use and punctuate direct speech Use possessive apostrophe with singular and plural nouns <p>Spelling</p> <ul style="list-style-type: none"> Use prefixes and suffixes in spelling Spell further homophones Spell words that are often mis-spelt Use first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include word and punctuation taught 	<p>Art & Design</p> <p>Skills</p> <ul style="list-style-type: none"> Explore ideas to create their work Evaluate and analyse creative work Use appropriate artistic vocabulary Increase their control within artistic techniques <p>Content</p> <ul style="list-style-type: none"> Use sketchbooks to collect, record and evaluate their ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers Collage, textiles & printing 	<p>Computing</p> <p>Skills</p> <ul style="list-style-type: none"> Design & write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet safely and appropriately – know a range of ways to report any concerns Collect and present data appropriately <p>Content</p> <ul style="list-style-type: none"> Write more complex programs using directional instructions Use photo editing software to communicate ideas Use attachments in email Use internet to research and present findings – use editing skills Input data to sort into a database
<p>Skills</p> <ul style="list-style-type: none"> Increase fluency with whole numbers and the four operations, including number facts and the concept of place value. Develop efficient written and mental methods and perform calculations accurately within large numbers Develop ability in solving problems, including simple fractions and decimal place value Draw on mathematical reasoning to analyse shapes and their properties, making relationships between them Use measuring instruments with accuracy and make connections between measure and number <p>Content</p> <ul style="list-style-type: none"> Learn 4, 8, 50 and 100 times tables Find 10 or 100 more than/less than a number Recognise place value H, T U Compare and order numbers to 1000 Read & write numbers to 1000 in words Solve number problems and practical probs 	<p>Mathematics</p> <ul style="list-style-type: none"> + and – numbers mentally + and – numbers using appropriate written methods Estimate and use inverse to check Solve problems involving missing number Write and calculate mathematical statements for x and /, 2 digits by 1 for 2, 3, 4, 5 and 8 times tables Solve problems, including missing number involving x and / Use and count in tenths Recognise, find and write fractions + and – fractions with the same denominator Recognise some equivalent fractions Compare and order fractions with the same denominator Solve problems involving fractions Measure, compare, + and – lengths, mass and volume/capacity Measure the perimeter of simple 2D shapes <p>Spelling</p> <ul style="list-style-type: none"> + and – amounts of money to give change Tell and write the time from an analogue clock, using Roman numerals, 12 hr and 24 hr clock Estimate and read time to the nearest minute Know the number of seconds in a minute and the days in each month, year and leap year Compare durations of events Draw 2D shapes and make 3D shapes Identify right angles and use them to describe rotation Identify horizontal and vertical, perpendicular and parallel lines Interpret and present data using bar charts, pictograms and tables Solve one step and two step questions using information in tables and charts 	<p>Design & Technology</p> <p>Skills</p> <ul style="list-style-type: none"> Use research & criteria to develop products to high spec Use annotate sketches and prototypes to explain ideas Evaluate existing products and improve own work Select from and use a wider range of tools and equipment <p>Content</p> <ul style="list-style-type: none"> Cut, shape, join and finish with accuracy and precision Build structures – apply understanding of how to strengthen, stiffen and reinforce more complex structures Apply understanding of computing to programme & control products Work in a range of environments such as home, school, leisure, culture, enterprise, industry & wider environment Understand seasonality; prepare and cook savoury dishes 	<p>Geography</p> <p>Skills</p> <ul style="list-style-type: none"> Extend their knowledge about the world, UK and their locality Develop their use of tools and skills to enhance their knowledge Use maps, globes, atlases and digital computer mapping to locate countries and describe features Use 8 compass points and 4-6 grid references confidently <p>Content</p> <ul style="list-style-type: none"> Describe and understand key aspects of volcanoes, earthquakes and rivers Locate and name counties and cities of the UK – human/physical characteristics and simple land use patterns
<p>Science</p> <p>Rocks</p> <ul style="list-style-type: none"> Classify rocks Understand simple fossils Understand what soil is made from <p>Light</p> <ul style="list-style-type: none"> Identify different sources of light Understand shadows and reflections and how these can change <p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of the different parts of plants Explore the parts the plant takes in the life cycle of a plant Explore the requirements for plants for life and growth <p>Animals, including humans</p> <ul style="list-style-type: none"> Identify nutrition requirement in animals and humans Explore the role/ types of skeletons/muscles in humans/animals <p>Forces</p> <ul style="list-style-type: none"> Explore simple forces focusing on magnetism and vocabulary <p>Working Scientifically</p> <ul style="list-style-type: none"> Ask questions, make predictions, design simple enquiries Observe & measure accurately, record and present findings 	<p>History</p> <p>Skills:</p> <ul style="list-style-type: none"> Develop a chronological knowledge and understanding of British, local and world history Be able to note connections, contrasts and trends over time Devise historical questions about change, cause, similarities, differences and significance Construct informed responses that involve relevant information Understand the different sources that we can use to find out about the past <p>Content</p> <ul style="list-style-type: none"> Ancient Egypt Stone Age to Iron Age 	<p>Modern Languages</p> <p>Skills</p> <ul style="list-style-type: none"> Listen and engage Ask and answer questions Speak in sentences using familiar vocabulary Develop appropriate pronunciation Show understanding of words and phrases Appreciate songs, poems and rhymes Broaden vocabulary Write phrases from memory – express ideas clearly Describe people, places and things – orally & written Understand basic grammar <p>Content</p> <ul style="list-style-type: none"> Moi/Les couleur/La jungle/Tutti Frutti/Vive le sport/La meteo 	<p>Music</p> <p>Skills</p> <ul style="list-style-type: none"> Use voice & instruments with increasing accuracy, control and expression Improvise & compose music Listen with attention & detail Appreciate wide range of live & recorded music Begin to develop understanding of history <p>Content: Anaranga</p> <ul style="list-style-type: none"> Three Little Birds – Animals and musical styles Ho Ho Ho – Christmas – Poetry – English Benjamin Britten – There was a Monkey – History of R&B Glockenspiel Stage 2 – basic instrumental skills Let Your Spirit Fly – Historical context of music Reflect, Rewind and Replay – consolidation of all skills
		<p>Physical Education</p> <p>Skills</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Content</p> <ul style="list-style-type: none"> Games – Three touch ball, softball, Net/wall Swimming & OAA Dance – linked to themes Gymnastics & Athletics Cross Country 	<p>Religious Education</p> <p>Gloucestershire Agreed Syllabus –Units</p> <ul style="list-style-type: none"> What do Christians learn from the Creation story? What is it like for someone to follow God? How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? What kind of world did Jesus want? How and why do people try to make the world a better place (C, M, J & NR)

