

# Curriculum Overview for Year 3

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

