Curriculum Overview for Y3

English

Reading comprehension:

- develop positive attitudes to reading, and an understanding of what they read
- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways and read for a range of purposes
- use dictionaries to check the meaning of words that they have read
- identify themes and conventions in a wide range of books
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than 1 paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Composition:

- discuss and record ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- in narratives, create settings, characters and plot
- use simple organisational devices [for example, headings and sub-headings]

Grammar and Punctuation:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use fronted adverbials
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech
- Understand and use specific Year 3 terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')

Spelling:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary

Handwriting:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Evaluate and Edit:

- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

- propose changes to grammar and vocabulary to improve consistency
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spoken Language:

- Pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Maths

Number and Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given
- number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Addition and Subtraction:

- add and subtract numbers mentally, including:
  a three-digit number and ones
  a three-digit number and tens
  a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division:

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know
- solve problems, including missing number problems, involving multiplication and division.
- continue to practise mental recall of multiplication tables

Fractions:

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

Measurement:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Properties of shape:

- draw 2-D shapes and make 3-D shapes using modelling material
- recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn

- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn
- identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel line

Statistics:
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Science

Biology

Plants:
- identify and describe the functions of different parts of flowering plants
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals Including humans:
- 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 other animals have skeletons and muscles for support, protection and movement

Chemistry

Rocks:
- 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

Physics

Light:
- 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 that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Forces and magnets:
- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others

RE

Christianity

Good News:
How do stories of Jesus encourage his disciples to live as good news?

God:
How do Christians use symbols to explain what God is like?
How do Christians use words, prayers, songs or hymns to describe God as 'three in one'?

Christian Communities:
How are Christian communities different?

Incarnation:
Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians?

Kingdom of God:
What do Jesus' parables tell Christians the Kingdom of God is like?

Forgiveness:
How did Jesus show forgiveness to those who betrayed him?

Salvation:
Why do Christians believe Jesus rescued people?
Why do Christians call the day Jesus died 'Good Friday?'

Resurrection:
How do you think Mary changed after visiting Jesus' tomb?' (2a:5)

Discipleship:
How does the Bible help Christians to live?

Holy Spirit:
What does Christian art teach people about the Trinity? ' (2a:3)

Creation:
How do Christians look after the wider world and why?

Islam

Why is Muhammad (pbuh) important to Muslims?
What do Muslims say God is like?

- 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Art & Design

Andy Goldsworthy
- 3D
- collage

Stone Age Cave Drawing
- drawing
- painting

Charles Rennie Mackintosh
- textiles
- printing

Monet
- painting

Computing

- E-safety
- Computing systems and networks
- Programming
- Creating Media
- Data Handling

Design & Technology

- Cooking and nutrition.
- understand and use mechanical systems– levers and linkages, pneumatic systems
- strengthen, stiffen and reinforce more complex structures – 3D work, Stone Age bowl

History

Changes in Britain from the Stone Age to the Iron Age, including:
- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
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The achievements of the earliest civilizations:
- an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Local history:
- study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Hadlow Road station)

MFL

- Introductions:
- Numbers 0-31
- Days, Months, Birthday
- Classroom language
- Colours
- Animals
- Story
- Parts of the Body

Music

Performing:
- Understanding staff and notation. Musical phrases, beat and pitch.
- Singing in tune using a range of dynamics.

Composing:
- Creating and editing simple tunes, developing musical ideas from given stimuli.

Listening & Appraising:
- Responding to moods and elements in music. Increasing knowledge of music from various times/places.

PE	Geography
• Ball skills/Invasion • Gymnastics • Athletics • Striking and Fielding • Dance • Swimming	• Mountains and volcanoes • Types of settlement and land use (link to Stone Age) • Great Britain: the location of major cities and regions • Egypt: location and land use • Local Area Study: use fieldwork to observe, measure & record in the local area using a range of methods
Relationships and Health Education	**Enrichment**
• Emotional, Physical, and Mental Wellbeing • Social and Cultural Relationships • Responsible Citizenship • No outsiders • Social Action Projects	• Residential visit – Burwardsley-History. • Church and Community Events. • Book Fair Week. • Sports Day. • A variety of sporting opportunities. • Whole School Book Topic. • Christmas Pantomime. • Samba lessons