

Curriculum Overview for Year 3

<p>English</p> <p>Reading</p> <ul style="list-style-type: none"> Comments on the way characters relate to one another. Knows which words are essential in a sentence to retain meaning. Draw inferences such as inferring characters' feelings, thoughts & motives from their actions. Recognise how commas are used to give more meaning. Recognise: plurals, pronouns and how used collective nouns adverbs Can explain the difference that adjectives and verbs make. <p>Writing</p> <ul style="list-style-type: none"> Use conjunctions (when, so, before, after, while, because). Use adverbs (e.g. then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd & 3rd person. Use perfect form of verbs to mark relationships of time & cause. Correct use of speech marks for direct speech. Group ideas into paragraphs around a theme. Write under headings & sub-headings. Legible, joined handwriting. <p>Talking to others</p> <ul style="list-style-type: none"> Develop ideas and feelings through sustained talk. Show good awareness of the listener and organise what is said accordingly. Understand the need to use a different style, tone and loudness of speech when speaking to a larger audience. Use special words linked to the topic being discussed. Develop ideas and feelings through sustained talk. Show good awareness of the listener and organise what is said accordingly. Understand the need to use a different style, tone and loudness of speech when speaking to a larger audience. Use special words linked to the topic being discussed. 	<p>Art & Design</p> <ul style="list-style-type: none"> Pupils should be taught to develop their techniques, including their control and their use of materials to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting, pencil, charcoal, paint about great artists, architects and designers in history. 	<p>Computing</p> <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	
<p>Mathematics</p> <ul style="list-style-type: none"> Compare & order numbers up to 1000. Read & write all numbers to 1000 in digits & words. Find 10 or 100 more/less than a given number. Count from 0 in multiples of 4, 8, 50 & 100. Recall & use multiplication & division facts for 3, 4, 8 tables. Recognise PV of any 3-digit number. Count up/down in tenths. <ul style="list-style-type: none"> Add & subtract: 3-digit nos & ones 3-digit nos & tens 3-digit nos & hundreds Add & subtract: Numbers with up to 3-digits using efficient written method (column). Use inverse to check. Multiply: 2-digit by 1-digit Compare & order fractions with same denominator. <ul style="list-style-type: none"> +/- fractions with same denominator with whole. Know pairs of fractions that total 1. Tell time using 12 and 24 hour clocks; and using roman numerals. Tell time to nearest minute. Know number of days in each month. 	<p>Design & Technology</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. select from and use a wider range of materials and components including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> Viking helmets, longboats and weapons. <p>Technical Knowledge</p> <ul style="list-style-type: none"> Viking helmets, longboats and weapons. 	<p>Geography</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe name and locate counties and cities of the United Kingdom <p>Place Knowledge</p> <ul style="list-style-type: none"> Water Cycle human geography, 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 & fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes. 	
<p>Science</p> <p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant 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. <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>Rocks</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>Light</p> <ul style="list-style-type: none"> notice that light is reflected from surfaces find patterns that determine the size of shadows. <p>Forces and magnets</p> <ul style="list-style-type: none"> 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>History</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasions, settlements and kingdoms: place names and village life Christian conversion – Canterbury, Iona and Lindisfarne the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking raids and invasion Anglo-Saxon laws and justice: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. social history crime and punishment The Battle of Bosworth Field (beginning of the Tudor reign) 	<p>Modern Languages</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of the language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structure</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Read carefully and show understanding of words, phrases and simple writing:</p> <p>Appreciate stories, songs, poems and rhymes in Spanish:</p> <p>Describe people, places, things and actions orally and in writing:</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>Music</p> <ul style="list-style-type: none"> sing musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. perform in and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions develop an understanding of the history of music.
		<p>Physical Education</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, football, hockey, netball, rounders and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics perform dances using a range of movement patterns Cross Country 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>RE/Come and See.</p> <p>Domestic church – family.</p> <p>Homes-Gods dream for every family.</p> <p>Baptism/confirmation-belonging.</p> <p>Promises- Promises made at baptism.</p> <p>Advent/Christmas-loving. Visitors –Advent: waiting for the coming of Jesus.</p> <p>Local church-community. Journeys-Christians family's journey with Jesus.</p> <p>Evangelist-relating. Listening and sharing-Jesus gives himself to us in a special way.</p> <p>Lent/Easter-giving. Giving all-Lent a time to remember Jesus' total giving.</p> <p>Pentecost-serving. Energy-Gifts of the Holy Spirit.</p> <p>Reconciliation-serving. Choices-The importance of examination of conscience Sacrament of Reconciliation.</p> <p>Universal Church-world. Special Places-Holy Places for Jesus & the Christian.</p>

