

Curriculum Overview for Year 3

English

- Reading
 - Read range of fiction and non-fiction
 - Prepare poems and plays to perform
 - Use knowledge to read 'exception' words
 - Check own understanding of reading
 - Draw inferences and make predictions
 - Retrieve and record information from non-fiction books
 - Discuss reading with others
- Writing (spelling)
 - Use prefixes and suffixes in spelling
 - Use dictionary to confirm spellings
 - Write simple dictated sentences
- Descriptive writing (Roald Dahl) and Narrative – Oliver Jeffers 'Way back home'
- Poetry (perform and write)
- Non-fiction – Non-chron

- Grammar – verbs, nouns, Proper Nouns, adverbs, adjectives, pronouns, conjunctions
- Use a wider range of connectives
- Use the present perfect form of verbs in contrast to past tense
- Choose nouns/pronouns appropriately for clarity and cohesion and to avoid repetition
- Express time and cause using adverbs, conjunctions and prepositions
- Use fronted adverbials followed by comma
- Use and punctuating direct speech

Art & Design

- To create sketch books, to record observations. Use these to review and re-visit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculptures with a range of materials, e.g. pencil, charcoal, paint and clay

Computing

- Autumn 1 – Word Processing Skills.
 - Use technology safely, respectfully and responsibly.
 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Autumn 2 – Drawing and Desktop Publishing
 - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Mathematics

Number – Place Value
Week 1,2,3

Number – Addition/Subtraction
Week 4,5,6,7,8

Number -multiplication and division
Week 9,10,11,12

Design & Technology

- Design – generate, develop, model and communicate ideas.
- Make – select from and use a wider range of tools and equipment, materials and components
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages

Geography

- locate the world's countries
- identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, symbols and to build their knowledge of the United Kingdom and the wider world

- Describe & understand climate

HISTORY

Compare two explorers who went to the Antarctic – Scott and Amundson and how their expeditions varied and when they went.

Music

Music
Key Stage 2
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
improvise and compose music for a range of purposes using the inter-related dimensions of music
listen with attention to detail and recall sounds with increasing aural memory
use and understand staff and other musical notations
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
develop an understanding of the history of music.

Science

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 animals have skeletons and muscles for support, protection and movement

Forces and Magnets
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 repel or attract each other, depending on which poles are facing

Physical

Education

Use Running, Jumping, Throwing and catching in isolation and in combination (multi-skills, tag-rugby)
Play competitive games modified where appropriate (tag rugby)
Develop flexibility, strength, technique, control and balance (gymnastics)
Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Religious Education

Festivals and celebrations

History

- **The history of polar exploration**
(the study of an aspect of British history that extends pupils' knowledge beyond 1066)

Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.