

# Year 3 – Curriculum Overview – September 2017 - July 2018

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Focus</b>	<b>Tribal Tales</b>	<b>I am Warrior</b>	<b>Urban Pioneers</b>	<b>Scrumdiddlyumptios</b>	<b>Predators</b>	<b>Flow</b>
<b>English</b>	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>Give structured descriptions</li> <li>Participate actively in conversation</li> <li>Consider and evaluate different viewpoints</li> <li>Listen to peers ideas and writing and give constructive feedback</li> </ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Use handwriting joins appropriately</li> <li>Plan and write based on familiar forms</li> <li>Rehearse sentences orally for writing</li> <li>Use varied rich vocabulary</li> <li>Assess effectiveness of own and others writing</li> <li>Write instructions</li> <li>Organise paragraphs around a theme</li> <li>In narratives, create character, setting and plot</li> </ul>		<p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>Use a range of conjunctions</li> <li>Use perfect tense</li> <li>Use range of nouns and pronouns</li> <li>Use time conjunctions</li> <li>Know language of clauses</li> <li>Use prepositions</li> <li>Use fronted adverbials</li> <li>Use and punctuate direct speech</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>Use prefixes &amp; suffixes</li> <li>Use dictionaries</li> <li>Write simple dictated sentences</li> <li>Spelling pattern -le and verb endings</li> <li>Spell further homophones</li> <li>Use the possessive apostrophe accurately</li> </ul>	
<b>Guided Reading</b>	<p><b><u>Cliffhanger – Jacqueline Wilson</u></b></p> <ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes.</li> <li>Read further exception words</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</li> <li>Ask questions to improve their understanding.</li> <li>Draw inferences such as inferring characters thoughts, feelings, motives and actions justifying with evidence.</li> <li>Read a range of genres and compare Jacqueline Wilson to other authors.</li> </ul>	<p><b><u>Charlie &amp; The Chocolate Factory – Roald Dahl</u></b></p> <ul style="list-style-type: none"> <li>Listen to, discuss and compare a wide range of fiction, poetry, plays, non-fiction texts.</li> <li>Discuss words, phrases and language that captures the readers interest and analyse the effect of these.</li> <li>Recognise different forms of poetry through the poems studied in English.</li> <li>Check that a text makes sense and discuss their understanding and explaining the meaning of words in context.</li> </ul>	<p><b><u>Butterfly Lion – Michael Morpurgo</u></b></p> <ul style="list-style-type: none"> <li>Identify themes and conventions across a range of texts.</li> <li>Use direct quotes and punctuate these correctly to support a statement/ opinion.</li> <li>Continue to identify morals and messages within a story.</li> <li>Compare storylines and the style of the authors writing with others they have read.</li> </ul>			

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<b>Maths</b>	<u><b>Place Value, Addition &amp; Subtraction</b></u> <ul style="list-style-type: none"> <li>Recognise place value in a 3 digit number</li> <li>Compare and order numbers 1 to 1000.</li> <li>Read and write numbers 1 to 1000.</li> <li>Use a number line to calculate basic addition and subtraction.</li> <li>Solve number problems such as missing number problems</li> <li>Add and subtract numbers mentally</li> <li>Use formal written methods such as column addition and subtraction.</li> <li>Estimate answers to addition and subtraction problems</li> <li>Use the inverse to check calculations</li> </ul>	<u><b>Multiplication &amp; Division</b></u> <ul style="list-style-type: none"> <li>Confidently recall and use multiplication and division facts for the 3, 4, 5, 8 and 10 times table.</li> <li>Use the inverse calculation to check answers</li> <li>Progress to using formal written methods such as column multiplication and long division.</li> <li>Use manipulatives to explore methods and deepen reasoning.</li> </ul>	<u><b>Length, Mass and Volume</b></u> <ul style="list-style-type: none"> <li>Measure, compare, add, subtract lengths (m/ cm/ mm) mass (kg/ g) volume, capacity (ml/ l)</li> </ul>	<u><b>Money &amp; Telling the time</b></u> <ul style="list-style-type: none"> <li>Tell and write the time from an analogue and digital clock using roman numerals, 12 and 24 hour clocks.</li> <li>Estimate and read time with increasing accuracy and use vocabulary such as a.m, p.m, noon, midday, midnight.</li> <li>Know the number of seconds in a minute, the number of days in each month, year and leap year.</li> <li>Compare durations of events.</li> </ul>	<u><b>Bar graphs &amp; Fractions</b></u> <ul style="list-style-type: none"> <li>Interpret and present data using bar charts, pictograms and tables.</li> <li>Solve one step and two step questions (eg How many more, how many fewer?)</li> <li>Count up and down in tenths and recognise the link with dividing.</li> <li>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>Recognise and show using diagrams, equivalent fractions with small denominators.</li> <li>Add and subtract fractions with the same denominator.</li> <li>Compare and order fractions with the same denominator.</li> <li>Solve fraction problems.</li> </ul>	<u><b>Angles, Shape &amp; Perimeter</b></u> <ul style="list-style-type: none"> <li>Draw 2D shapes and make 3D shapes using modelling material.</li> <li>Measure the perimeter of simple 2D shapes.</li> <li>Recognises angles as a property of a shape or a description of a turn.</li> <li>Identify right angles, know that 2 right angles make a half etc.</li> <li>Recognise angles greater than and less than a right angle.</li> <li>Identify perpendicular and parallel lines.</li> </ul>
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Science	<u>Rocks &amp; Soils</u>	<u>Forces &amp; Magnets</u>	<u>Light</u>	<u>Animals</u>	<u>Plants</u>
	<ul style="list-style-type: none"> <li>• Compare and group together different types of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils have formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of every day materials on the basis of whether they are attracted to a magnet and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other depending on what poles are facing</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that we need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food: they get nutrition from what they eat</li> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stems/ trunk, leaves and flowers</li> <li>• 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</li> <li>• Investigate the way in which water is transported between plants</li> <li>• Explore the parts that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal</li> </ul>

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<b>DT</b>				<b>Cooking &amp; nutrition</b> <ul style="list-style-type: none"> <li>Design new recipes and packaging for food</li> </ul> Develop cooking skills and write instructions for these	<b>Bridges</b> <ul style="list-style-type: none"> <li>To investigate different types of structures and functions</li> <li>To design and build a bridge for a specific purpose</li> </ul>	
<b>Art</b>	To improve mastery of art and design techniques including drawing, painting and sculpting using a range of materials (pencil, chalk, paint, clay).			<b>Banksy</b> <ul style="list-style-type: none"> <li>To learn about great artists, architects and designers in history</li> </ul>		
<b>Geography</b>		<b>Map Skills</b> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping to locate countries</li> <li>Use the 8 points of a compass</li> <li>Identify symbols and keys on a map to build their knowledge of the UK</li> </ul>	<b>UK</b> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, geographical regions and identifying their human and physical characteristics and understand how some of the aspects have changed over time</li> <li>Identify the difference between villages, towns and cities</li> </ul>	<b>Rivers</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical Geography, including rivers and the water cycle</li> <li>Undertake fieldwork to observe, measure and record the human and physical features</li> </ul>		
<b>RE</b>	What do Christians believe God is like?	How did Jesus change lives? Why are presents given at Christmas?	Living together in one world	What is Maundy Thursday about?	Who are the Jews?	What does it mean to be a Jew?
<b>History</b>	<b>Stone Age to Iron Age</b> <ul style="list-style-type: none"> <li>To identify the changes in Britain from the Stone age to Iron age</li> <li>To investigate late Neolithic hunter –</li> </ul>		<b>Roman Empire</b> <ul style="list-style-type: none"> <li>To investigate a Roman empire and its impact on Britain</li> </ul>			

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	<ul style="list-style-type: none"> <li>gatherers and early farmers</li> <li>To research Bronze age religion, technology and travel</li> <li>To recognise Iron age hill forts</li> <li>Identify these time periods on a time line in relation to other historical events</li> <li>Devise historically valued questions about change, cause, similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>To research invasions including Julius Caesar and Claudius</li> <li>To look at British resistance including Boudicca</li> </ul>				
<b>Computing</b>	<u><b>Basic computing skills</b></u> <ul style="list-style-type: none"> <li>Familiarising themselves with the keyboard and its basic functions</li> <li>Typing skills</li> <li>Basic use of Microsoft office (word, excel, powerpoint)</li> </ul>	<u><b>Data Collection</b></u> <ul style="list-style-type: none"> <li>Carry out fieldwork</li> <li>Collect, analyse, evaluate and present data and information</li> </ul>	<u><b>We are programmers</b></u> <ul style="list-style-type: none"> <li>Design, write and debug programmes that accomplish different goals</li> </ul>	<u><b>We are communicators</b></u> <ul style="list-style-type: none"> <li>Learn how to use email safely</li> <li>Explore video conferencing</li> <li>Learn how to create presentations</li> </ul>	<u><b>We are presenters</b></u> <ul style="list-style-type: none"> <li>Create a short edited video with narrated commentary</li> </ul>	
<b>PE Thursday</b>	<ul style="list-style-type: none"> <li>Agility balance coordination</li> </ul>	<ul style="list-style-type: none"> <li>Invasion games</li> </ul>	<ul style="list-style-type: none"> <li>Creative movement and net and wall</li> </ul>	<ul style="list-style-type: none"> <li>Creative movement and net and wall</li> </ul>	<ul style="list-style-type: none"> <li>Athletics, Strike &amp; field</li> </ul>	
<b>PSHE</b>	<ul style="list-style-type: none"> <li>It's your choice</li> <li>The earth in our hands</li> <li>Chicken soup</li> </ul>	<ul style="list-style-type: none"> <li>The Two brothers</li> <li>Tongue: the power of words</li> </ul>	<ul style="list-style-type: none"> <li>Refugees: the stranger</li> </ul>	<ul style="list-style-type: none"> <li>The clown of God</li> <li>Schools are for learning</li> </ul>	<ul style="list-style-type: none"> <li>Go Givers park</li> <li>You scratch my back</li> </ul>	<ul style="list-style-type: none"> <li>Water – our most precious resource</li> </ul>

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				<ul style="list-style-type: none"> <li>• There's no place like home</li> </ul>		
<b>Music</b>	<b><u>Glockenspiels:</u></b> Learn to play basic notes	<b><u>Recorders:</u></b> <ul style="list-style-type: none"> <li>• Learn to play certain notes on the recorder</li> <li>• Learn to read music to play the recorder</li> <li>• Play simple tunes on the recorder</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increased fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how music is created, produced and communicated including pitch, duration, dynamics, tempo, and appropriate musical notations</li> </ul>		
<b>MFL</b>	<b><u>Basic Conversation Skills</u></b> <ul style="list-style-type: none"> <li>• Simple greetings</li> <li>• Family</li> </ul>	<b><u>Vocabulary</u></b> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Colours</li> <li>• Days of the week</li> <li>• Countries</li> </ul>	<b><u>La Cuisine</u></b> <ul style="list-style-type: none"> <li>• Speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through a dictionary</li> </ul>	<b><u>Un Village en France</u></b> <ul style="list-style-type: none"> <li>• Speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through a dictionary</li> </ul>	<b><u>Les Animaux</u></b> <ul style="list-style-type: none"> <li>• Farm animals</li> <li>• Pets</li> </ul>	<b><u>The body</u></b> <ul style="list-style-type: none"> <li>• Face</li> <li>• Aches &amp; pains</li> <li>• Actions</li> </ul>
<b>School Visits</b>			<b>Pizza Express</b> <b>Toby Carvery</b>	<b>Stoneleigh Town/ Village study</b>	<b>London Zoo</b>	<b>Hogsmill River</b>