

Year 3 Curriculum Overview

English			Music	RE
Using a range of fiction (classic and modern fiction, myths, traditional stories, stories from different cultures and periods of time) poetry and non-fiction texts and other stimulus, pupils learn to be confident listeners, speakers, readers, and writers.			• Use of voice & instruments with increasing accuracy, control and expression. • Improvise music and compose music for a range of purposes. • Listen with attention and detail. • Use and understand some simple musical notation. • Appreciate a wide range of live and recorded music.	• What do Christians believe about God and Incarnation? • What do Jewish people believe about God, The covenant and the Torah? • What do Muslims believe about Islam and Iman?
Reading • read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference • reading books that are structured in different ways and reading for a range of purposes • increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience, checking that a book makes sense to them, discussing their understanding and exploring the meaning of words in context and asking questions. drawing inferences and justifying inferences with evidence, predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates.	Writing • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proof-read for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Grammar Recognising vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ learning the grammar for years 5 and 6 in English Appendix 2 ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently	Geography • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. • Name and locate counties and cities of the United Kingdom. • Understand geographical similarities and differences through the study of human physical geography of a region of the United Kingdom and a region within South America. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.	History • The Roman Empire and its impact on Britain. • The Ancient Egyptians • The Viking and Anglo-Saxon struggle for the Kingdom of England. • To use evidence from a range of sources to ask questions and find answers to questions about the past. • To understand chronology by placing artefacts and events on a timeline. • Communicate historical evidence about the past.
Speaking & Listening • Give structured descriptions • Participate actively in a conversation. • Consider & evaluate different viewpoints.			Art • Use sketchbooks to collect, record and evaluate ideas. • Improve mastery of techniques such as drawing, painting and sculpture with varied materials. • Learn about great artists, architects & designers.	

Mathematics		
<u>Number/Calculation</u> - Learn 3, 4 & 8 times tables. - Count in steps of 4, 8, 50 and 100. - Secure place value to 100 (1000). - Compare and order numbers up to 1000. - Read and write numbers up to 1000. - Estimate numbers using different representations. - Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits. - Use written column method addition & subtraction up to 3 digits and solve complex problems. - To check workings using inverse operation. - Solve number problems, including multiplication, missing numbers & simple division. - Use commutativity to help calculations e.g. $4 \times 5 = 5 \times 4$.	<u>Geometry & Measures</u> - Measure & calculate with metric measures. - Measure simple perimeter of 2D shapes. - Add/subtract using money in context. - Use Roman numerals up to XII; to tell the time. - Calculate simple time problems. - Draw 2-d / make 3-d shapes. - Recognise angles as a property of a shape or a description of a turn. - Identify and use right angles. - Identify horizontal, vertical, perpendicular and parallel lines. - To read the time accurately to the nearest minute and become familiar with different time durations (second in a minute, minutes in an hour, hours in a day, months in a year).	<u>Fractions, decimals & percentages</u> - Use & count in tenths. - Recognise, find & write fractions. - Solve simple problems. - Understand that fractions are made of equal parts. - Find and write fractions of a discrete set of objects. - Recognise some equivalent fractions. - Add/subtract fractions up to <1. - Order fractions with common denominator. <u>Data</u> - Interpret bar charts, tables & pictograms. - Solve simple one step and two step problems.
Science		
<u>Biology</u> - Plants, including functions and parts of plants, water within plants, their lifecycle & requirements for life. - Animals: identify the importance of the right types of nutrition; understand that animals have skeletons & muscles for support protection and movement.	<u>Chemistry</u> - Classification and grouping of rock types based on appearance and properties. - Simple understanding of fossilization. - Recognize that soils are made from organic matter.	<u>Physics</u> - Importance of light and its sources. - Understanding how shadows and reflections are created and can be manipulated. - Compare how objects move across different surfaces. - Notice that some forces need contact between objects and some act at a distance. - Observe how magnets attract or repel each other and identify magnetic/nonmagnetic materials.

<u>Modern Foreign Languages</u> - Develop their ability to speak with correct pronunciation, write, read and listen in another language. - Explore patterns and sounds of language through songs and rhymes. - Engage in conversations by asking and answering questions. - Speak in simple sentences. - Understand simple words and phrases when listening and reading. - Appreciate stories, songs, poems and rhymes. - Broaden their vocabulary e.g. greetings, number, colours and animals, and learn to use a French dictionary. - Develop an awareness of other cultures and languages.	<u>PE</u> - Use running, jumping, catching and throwing with control and accuracy, in isolation and in a team/group. - Play competitive games and to follow the rules to play fairly. - Develop flexibility & control in gym, dance and athletics. - Compare to achieve personal bests. - Swimming proficiency of at least 25m coordinating leg and arm movements by end of KS2. - Understand how to lead an active healthy lifestyle.
<u>Computing</u> - Design, write and debug simple programs using sequence and repetition. - Understand computer networks including the internet and the opportunities they offer for communication. - Use search technologies effectively. - To select software to complete a given task and use technology for a range of given purposes. - Use technology safely, respectfully and responsibly and recognise acceptable/unacceptable behaviour. - Identify a range of ways to report concerns about content and contact.	<u>Design & Technology</u> - Use research & criteria to develop products which are fit for purpose. - Use annotated sketches and prototypes to explain ideas. - Evaluate existing products and improve own work. - To evaluate their own work against a given set of success criteria. - Select a material/component based on its suitability, properties and aesthetics. - Understand seasonality; prepare & cook a range of dishes. - Understand how events and individuals have helped shape the world.
<u>PSHCE & RSE</u> - Me and My Relationships – Cooperation and friendships. - Valuing Difference – Recognising and respecting diversity and being respectful and tolerant. - Keeping Myself Safe – Managing risk, drugs and their risks and staying safe online. - Rights and responsibilities – Skills we need to develop as we grow and helping and being helped. - Being my best – keeping myself healthy, celebrating and developing my skills. - Growing and changing – relationships, menstruation and keeping safe.	