## **Alverton Primary School: Curriculum Overview for Year 3**

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songs and rhyme.

new sentences.

Develop flexibility and co

Compare performances to

Use a range of strokes effectively.

Strike a ball with control and accuracy.

Develop flexibility and control in gymnastics.

Play competitive games, modified as appropriate.

Perform dances using a range of movement patterns.

Perform self-rescue in different water-based situations.

Throw and catch a ball with accuracy and control.

Take part in outdoor and adventurous activity challenges.

Ask and answer questions.

Begin to develop pronunciation.

#### Reading

Number

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- Read aloud and understand words based on knowledge of root words, prefixes and suffixes.
- Read exception words, including those with unusual spelling/sound links from the Y3/4 list.
- Listen to, read and answer questions about a range of texts and books.
- Describe and compare some different types of books
- Ask questions to get a better understanding of a text.
- Begin to know how to use dictionaries to check the meanings of words.
- Check that a text makes sense, including explaining the meaning of words in contex
- Identify the main points of a text.
- Use non-fiction books to find information Draw inferences about a character's feelings and thoughts
- from their actions. Predict what might happen based on what has been read.
- Talk about words that capture the reader's interest Explain how structure and presentation contribute to the
- meaning of texts. Discuss with others the texts that I have read.
- Prepare poems, plays or traditional tales to read aloud or perform

Compare and order numbers up to 1000.

Add and subtract numbers mentally,

including round numbers to HTU.

• Add using standard column methods.

the inverse to check answers.

**Multiplication and Division** 

multiplication.

division.

• Subtract using standard column methods

Begin to use formal written methods for

Begin to use formal written methods for

Count in multiples of 4, 8,

Addition and Subtraction

#### and punctuation Include detail to interest the reader Begin to show a point of view.

• Discuss and record ideas for planning.

of these to shape own writing.

**English (Year 3)** 

Discuss the key features of modelled texts and use some

Compose sentences using a wider range of structures.

Use organisational devices in non-fiction such as sub

Proof read and make improvements to grammar, spelling

Use paragraphs to group related material.

Critique own (and others') writing and suggest

Write a story with a clear structure, setting, characters

Use interesting and sometimes ambitious words.

Writing

and plot.

headings.

Fractions

improvements.

- Give structured descriptions.
- Participate actively in conversations. Consider and evaluate different viewpoints.

• Understand and be able to find 1/10 by dividing by 10.

Mathematics (Year 3)

- Compare and order simple fractions.
- Recognise and show equivalent fractions.
- Find and write fractions of a set of obiects.
- Add and subtract fractions with common denominators (less than one).

#### Estimate answers to calculations and use Shape

- Recognise and describe 3D shapes.
- Identify horizontal, vertical, parallel and perpendicular lines.
- Identify whether angles are greater or less than a right angle.
- Solve two step number problems.

### Science (Year 3 bjectives - covered duting LBS2)

#### Biology:

Plants, including parts, lifecycle and requirements for life.

Animals: Skeletons and nutrition.

Know 3×, 4× and 8× tables

- Physics Classification of rock types. ٠
  - Simple understanding of fossilisation.
- Chemistry
  - Sources of light, shadows and reflection

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• Simple forces, especially magnetism.

#### Scientific Enquiry

- Ask relevant questions and use evidence to answer these
- Set up practical enquiries and fair tests using a range of scientific • equipment
- Make careful observations and begin to make accurate measurements. Record findings using simple scientific language, drawings, labelled diagrams and tables
- Report findings from investigations including oral and written explanations or presentations of results and conclusions.
- Using results to draw simple conclusions.

- **Speaking and Listening**

### Measure

Grammar

Spelling

Handwriting

- Measure, compare and calculate measures using standard units.
- Measure the perimeter of simple 2D shapes.

• Use a or an depending whether the next word begins

Use conjunctions, adverbs and prepositions to express

Spell words which are often misspelt from the Y3-4 list

Spell words which are in a word family correctly.

Use appropriate handwriting joins and understand whic

eft un-joined.

peech

with a consonant or a vowe

Use of the present perfect form of y

Use inverted commas to mark dire

Begin to use commas to mark claus

Use a dictionary to check spellings.

time cause and place

• Use expanded noun phrases.

- Add and subtract money, including giving change.
- Tell and write the time from an analogue clock.
- Tell and write the time from a 12 hour and 24 hour digital clock.
- Estimate and read time to the nearest minute

Shape nterpret and present data using p

harts, pictograms and tables.

### History (LKS2)

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
- Order events over a wider timescale and understand this
- Use historical information.
- Understand that our knowledge of the past is constructed from a range of sources
- Know the difference between primary and secondary sources.
- r and begin to ask historical questions.
- Recogn se why people did things, why events happened and the conse ences.
- onnections and contrasts.
- dentify historically significant people and events.
- Develop use of historical terms.

#### verage will include

- Stone Age to Iron Age
- A study of an Ancient Civilisation
- **Ancient Greece**
- A Non-European Society

### Art and Design (LKS2)

- Use a variety of materials for different techniques with creativity and experimentation
- Explore and recreate images and objects with an extended range of materials
- Give reasons for choices.
- Use sketch books to create, record and evaluate ideas.
- Respond to the work of others saying how it makes them think or feel and begin to apply this to their own work.
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials.
- Use line and tone to repre gs seen, remembered or observed
- Use colour to express moded using d erent tools and colour awareness
- Learn about great artists architects ar d designers.
- Begin to include elemer sts' work in their own. of other ar

### Design and Technology (LKS2)

- Use research and develop design criteria to inform the design of appealing products which are fit for purpose.
- Use annotated sketches and prototypes to develop and explain ideas.
- Use a range of tools and equipment with accuracy.
- Select from and use a range of materials and components including
- construction materials, textiles and ingredients. Join and combine a range of materials.
- Investigate and analyse a range of existing products.
- te ideas and products against own design criteria a
- of ot to improve work. Under
- and how key events and individuals in DT have helped shape the world
- stand how to strengthen and reinforce structures. Understand and use mechanical and electrical systems in own products.
- Understand the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes

## Modern Languages (LKS2)

Explore the patterns and sounds of language through

Write phrases from memory and adapt these to create

Use running, throwing, junping and cattoring in isolation and in combination

Swim competently, confidently and proficiently over a distance of at least 25

nal bests

Listen attentively to spoken language and show understanding by joining in and responding.

Speak in sentences using familiar vocabulary.

Show understanding of words and phrases.

Appreciate stories, songs, poems and rhymes.

Describe people, places, things and actions orally.

Physical Education (LKS2)

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hieve pe

Develop the skills needed for these such as attacking and defending.

### Computing (LKS2)

Use search technologies safely and effectively.

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Use different font sizes, colours and images purposefully Open and save emails.

Know how to use digital tools responsibly to communicate. sign and write programs, including decomposing, to achieve spe c goals

ical reasoning to explain simple algorithms. Use ld

Select and use technology to collect and present data appropriately. te and implement a range of programs to accomplish given goals. Understand computer networks including the internet and how they can provide multiple services.

Recognise unacceptable behaviour online.

Know how to deal with and report inappropriate content and contact.

### Geograph (LKS2)

Locate the world's countries, focusing n Europe and South America and I human characteristics and majo their environmental reg ns, physical cities.

d cities of the UK Locate and name some cou

Describe the human and physical characteristics of the local region. Understand geographical similarities and differences through the study of human and physical geography of the local area and of other countries. Describe and understand key aspects of physical geography such as rivers mountains, volcanoes and earthquakes and of human geography such as settlements and land use.

Use maps, atlases, globes and digital / computer mapping

Use the eight points of a compass, symbols and keys.

Use fieldwork to observe, measure and record and present findings in a range of ways.

Present findings in a range of ways including sketch maps, plans and using digital technology.

# Music (KS2)

Use voice and

Instruments with

Increasing accuracy, control and expression to play and erform

Perform in a group and alone.

Improvise and compose music for a range of purposes. n with attention to detail and recall sounds.

 Appreciate a range of high quality live and recorded music

Describe and compare moods in music. Begin to develop an understanding of musical history.

## Religious Education (LKS2)

Identify and describe the core beliefs and concepts studied. Make clear links betwe texts / sour of authority and the core concepts studied.

Offer informed suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers. simple links between stories, teachings and concepts studied and how ople live, individually and in communities.

Desc e how people show their beliefs in how they worship and the way they

ntify some differences in how people put their beliefs into practice. Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.

Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make