

# Year 3 Curriculum Overview

## English

### Reading

- Use knowledge to read 'exception' words
- Read range of fiction and non-fiction
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Use dictionaries to check meaning
- Prepare poems and plays to perform
- Identify themes and conventions
- Check own understanding of reading
- Explain meanings of words in context
- Recognise some different forms of poetry
- Draw inferences and make predictions
- Retrieve and record information from non-fiction books
- Identify main ideas drawn from more than one paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning
- Discuss reading with others

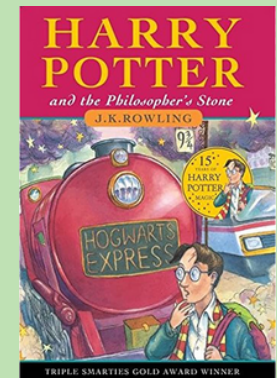
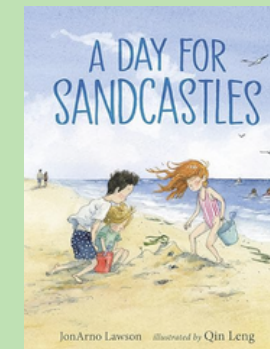
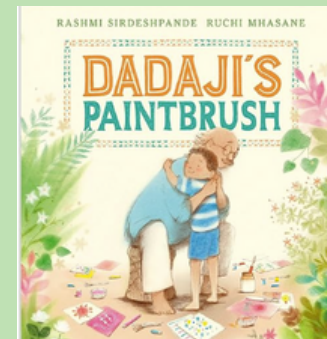
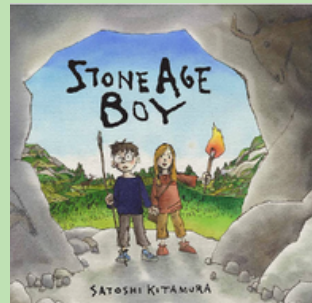
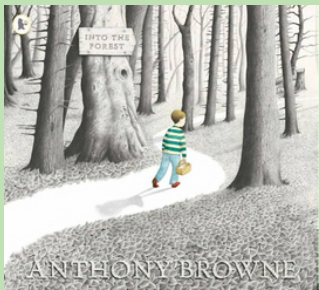
### Writing

- Use prefixes and suffixes in spelling
- Use dictionary to confirm spellings
- Write simple dictated sentences
- Use handwriting joins appropriately
- Plan to write based on familiar text types
- Rehearse sentences orally for writing
- Use varied rich vocabulary
- Begin to use paragraphs
- Create settings, characters and plots
- Assess effectiveness of own and others' writing
- Proofread for spelling and punctuation errors
- Use range of conjunctions
- Use headings and subheadings
- Use present perfect tense
- Use range of nouns and pronouns
- Begin to use inverted commas for direct speech

### Speaking and Listening

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

## Core Texts



# Maths

## Number and Place Value

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas

## Addition and Subtraction

- add and subtract numbers mentally, including; a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

## Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects

## Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{1}{2} + \frac{1}{2} = 1$ ]
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

## Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example, to calculate the time taken by particular events or tasks]

## Geometry

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines

## Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

# Science

## Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings

## Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

## Forces and Magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

## Animals and 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 other animals have skeletons and muscles for support, protection and movement

## Rocks

- 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

## Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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

## History

- When do you think it was better to live – Stone Age, Bronze Age or Iron Age?
- What do we know about the Indus Valley and other ancient civilizations?
- How have the places of worship changed in Southall over the last 100 years?

## Geography

- What makes the United Kingdom unique?
- How does Southall compare to West Wittering?
- Do the places of worship in Southall suit the needs of our community?

## Art and Design

- Drawing and Sketchbooks - Gestural Drawing with Charcoal
- Surface and Colour - Cloth, Thread, Paint
- Working in Three Dimensions - Telling Stories through Making

## Design Technology

- Structures - Photo Frames
- Mechanisms - Rainforest Monsters
- Cooking and Nutrition - Breads

## Physical Education

- Coordination - Footwork, Ball Skills, Sending and Receiving
- Static Balance - One Leg, Seated, Stance, Floor Work
- Dynamic Balance - On a Line
- Dynamic Balance to Agility - Jumping and Landing
- Agility - Reaction and Response, Ball Chasing

## Computing

- Computing Systems and Networks: Networks and the Internet and Journey inside a Computer
- Programming: Scratch
- Creating Media : Video Trailers and Desktop Publishing
- Data Handling: Comparison Cards Databases

## Online Safety

- Self-image and Identity
- Online Relationships
- Online Reputation
- Online Bullying
- Managing Online Information
- Health, Wellbeing and Lifestyle
- Privacy and Security
- Copyright and Ownership

## PSHE (Personal, Social and Health Education)

- How do we make our relationships safe and fair?
- What are healthy habits and why are they important?
- How do communities make a difference?
- How do I make informed choices about money?
- How do I keep my body safe?
- Who is there to help me when I think there's a risk?

## RHE (Relationships and Health Education)

- To understand how boys and girls are different and to name boy and girl body parts
- To explain personal boundaries
- To identify the people in my family, while recognising that not all families look like mine
- To explain where I can get help and support
- To understand good friendships

## Music

Year 3 learn the Ukulele all year with Ealing Music Service

## Spanish

- Phonetics
- I'm Learning Spanish
- Animals
- Musical Instruments
- I know how to...
- Ice Creams
- Fruit

## Curriculum Experiences

- History - Gunnersbury Park Museum, Stone Age Survival and British Museum Virtual Visit, Indus Valley
- Geography - West Wittering Village and Seafront and Local Fieldwork
- English - Southall Library
- RE - Havelock Gurdwara
- Music - Learn the Ukulele
- PE - Yoga, Sports Day and Dance Show
- Museum Learning - Young V&A