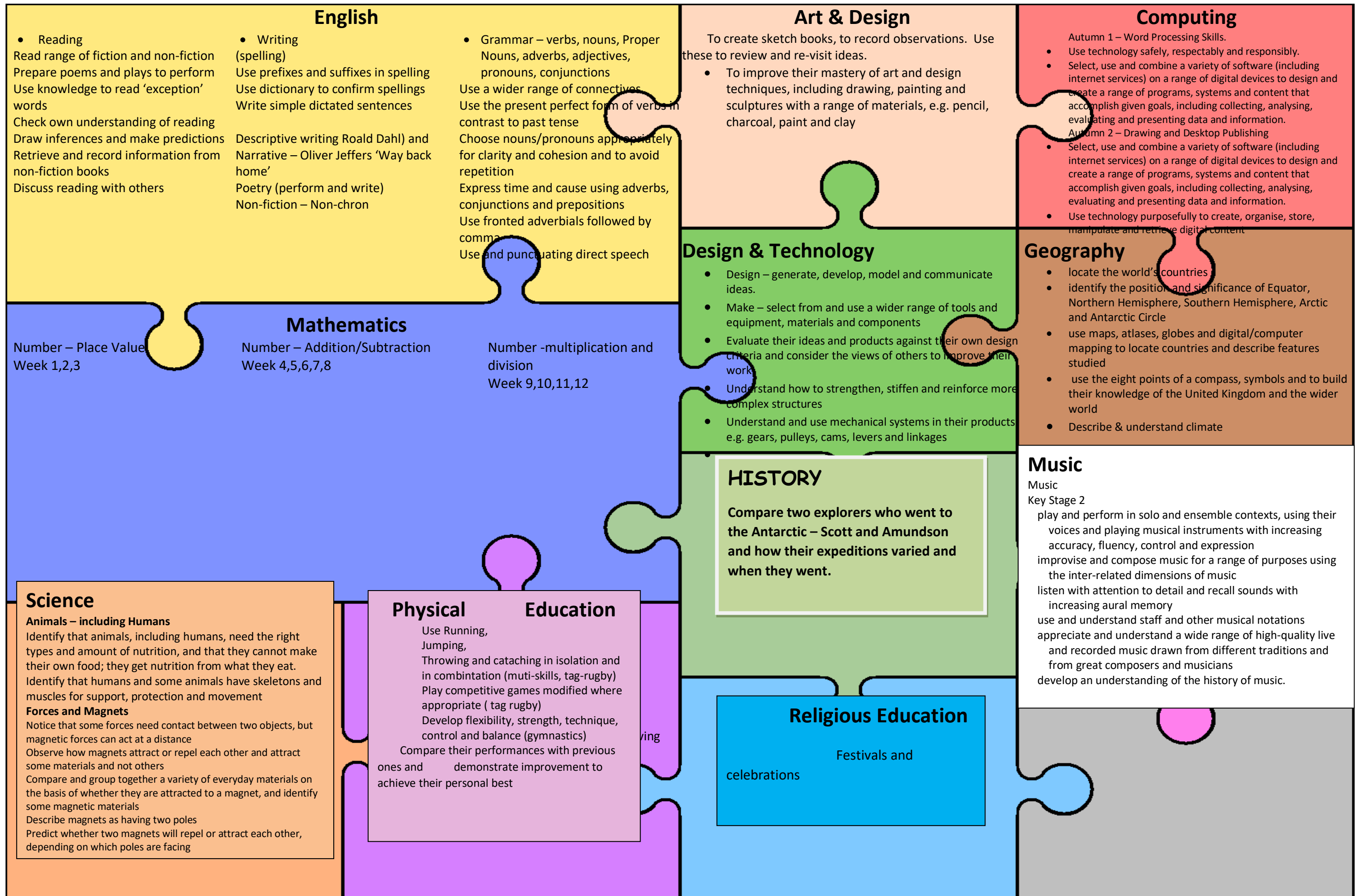


# Curriculum Overview for Year 3



## 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

## 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

## 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.

## Religious Education

Festivals and celebrations