

### Curriculum Overview For Year 3

ENGLISH			Art and Design	Computing
<p><b>Reading</b>                      Use knowledge to read 'exception' words                      Read range of fiction &amp; non-fiction                      Use dictionaries to check meaning                      Prepare poems &amp; plays to perform                      Check own understanding of reading                      Draw inferences &amp; make predictions                      Retrieve &amp; record information from non-fiction books                      Discuss reading with others</p>	<p><b>Writing</b>                      Use prefixes &amp; suffixes in spelling                      Use dictionary to confirm spellings                      Write simple dictated sentences                      Use handwriting joins appropriately                      Plan to write based on familiar forms                      Rehearse sentences orally for writing                      Use varied rich vocabulary                      Create simple settings &amp; plot                      Assess effectiveness of own and others' writing</p>	<p><b>Grammar</b>                      Use range of conjunctions                      Use perfect tense                      Use range of nouns &amp; pronouns                      Use time connectives                      Introduce speech punctuation                      Know language of clauses</p> <p><b>Speaking &amp; Listening</b>                      Give structured descriptions                      Participate activity in conversation                      Consider &amp; evaluate different viewpoints</p>	<p>Develop ideas of portraits and how a variety of artists painted portraits, how emotions and characters are shown, how children, adults and the elderly were portrayed in art historically eg Rubens, Vermeer, Rembrandt, Picasso.                      Look at Egyptian art, and how children and adults were portrayed. Develop to modern day portraiture/photography.                      Make a visit to a local gallery.                      Creation of felt and fabric puppets.                      Clay tiles of faces.</p> <p>Develop ideas from food, starting from large poster paint pictures of food as still life. Develop ideas of 'sliced food' eg tomatoes to printing on textiles and sewing on fabric, combining different materials to produce different textures in finished products.                      Applique – using computer programmes to explore repeating patterns.                      A study of still life and natural art.</p>	<p>ICT research on portraits. Modern photos compared to Old Masters.                      Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>

				concerns about content and contact.
<p>By the end of Year 3 and Year 4, pupils should be able to spell the following:</p> <p>accident(ally) actual(ly) address answer appear arrive believe  bicycle breath breathe build busy business calendar caught centre  century certain circle complete consider continue decide describe  different difficult disappear early earth eight eighth enough exercise  experience experiment extreme famous favourite February forward(s)  fruit grammar group guard guide heard heart height history imagine  increase important interest island knowledge learn length library material  medicine mention minute natural naughty notice occasion(ally) often  opposite ordinary particular peculiar perhaps popular position  possess(ion) possible potatoes pressure probably promise purpose  quarter question recent regular reign remember sentence separate  special straight strange strength suppose surprise therefore though  although thought through various weight woman women</p>			<p><b>Design and Technology</b>  Textiles, combining materials and printing.  Create a design, create a character puppet and evaluate. Design on computer/graphics package.  Create and make 3d structures (pyramids).  Develop skills of design and strength.  Use a variety of materials. Develop skills of accurately measuring, scoring folding and combining a range of materials.  Compare and investigate large building construction of today and in the past and look at how these buildings are designed to withstand varying weather conditions.  Build tall towers from a variety of materials.</p> <p>Food technology; designing and creating a variety of foods. Combining different ingredients to fulfil a particular design/request eg creating hot, savoury dishes, including bread.  Pupils plan a full process of creating and advertising the product, working collaboratively. Eg set up a café.</p> <p>Christmas and festival cards, enterprise work.</p>	<p><b>Geography</b>  Use maps of Horrid Henry's environment. Look at our local area creating maps of features pupils recognise, identify physical features. Develop geographical language, sense of the UK/world.  Use of Google Earth to locate oceans, continents, more familiar countries and label on own maps.  Develop an understanding of rich world, poor world looking at wealth and health, availability of food and food types; eg climates, where food comes from – what is grown in the UK what needs to be imported, transportation of food, fair-trade.  British farming and landscapes, investigate local farming,  Compare ancient and modern cities, populations, the River Nile and irrigation, deserts, hot and cold environments, sustainable environments and how people adapt to living in these places and over time.  Investigate and collate data on modern cities and populations.</p>

<b>MATHEMATICS</b>		<b>Physical Education</b>		
<p><b>Number/Calculation</b>  Learn 3, 4 &amp; 8x tables  Secure place value to 100 Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits  Written column addition &amp; subtraction  Solve number problems, including multiplication &amp; simple division and missing number problems  Use commutativity to help calculations</p> <p><b>Geometry &amp; Measures</b>  Measure &amp; calculate with metric measures  Measure simple perimeter  Add/subtract using money in context  Use Roman numerals up to XII; tell time  Calculate using simple time problems  Draw 2-d / Make 3-d shapes  Identify and use right angles  Identify horizontal, vertical, perpendicular and parallel lines</p> <p><b>Fractions &amp; decimals</b>  Use &amp; count in tenths  Recognise, find &amp; write fractions  Recognise some equivalent fractions  Add/subtract fractions up to &lt;1  Order fractions with common denominator</p> <p><b>Data</b> Interpret bar charts &amp; pictograms</p>		<p><b>GYM</b>  Develop in the performance of travelling, being still, finding space, balance, taking off and landing , turning and rolling and using it safely on floor/apparatus. Become more co-ordinated and fluent showing increasing control in performing sequences.  Create and perform fluent sequences that include variations in level, speed and direction.  Continue to consolidate existing skills and gain new ones.  Develop the skills of evaluation by identifying what makes a movement effective and how it can be improved.</p> <p><b>DANCE</b>  To create and perform dances using a range of movement patterns, including those from different times, places and cultures.  Teach - Topic/ Dance theme-Bhangra -Harvest/growing seeds or Rainforest.  To create and perform dances that respond to a range of stimuli and accompaniment  Teach - Class creating own music - create dance to this or Egyptian movements and dance (i.e. Walk like an Egyptian)  To develop the skill of evaluating and suggesting improvements on own/others performances..</p> <p><b>GAMES</b>  To develop the skills required to play and make up small-sided and modified competitive net, striking/fielding and invasion games.  To use skills and tactics and apply basic principles suitable for attacking and defending.  To work as part of a team in order to keep the games progressing.  Teach football, hockey.  Progress skills, understanding of rules, tactics and working with others to keep the games going.  Teach tennis, rounders.  Development of athletic skills using various equipment to progress running, jumping, throwing activities.  Teach athletics using tennis balls, batons, small/large javelins, shot puts, hurdles, distance mats.</p>		
<p><b>Science</b>  <b>Biology</b>  Plants, incl. parts, lifecycle and requirements for life  Animals: skeletons &amp; nutrition</p>	<p><b>History</b>  Timelines of own life, family history, family trees, relate to Horrid Henry's family tree. Look at how the past was represented, paintings, photos, artefacts.  ICT research and presentation of</p>	<p><b>Religious Education</b>  Explore Old Testament stories that are shared by more than one faith.  Identify basic comparisons between Islam and</p>	<p><b>Music</b>  <b>Whole class tuition - recorders</b>  Listen to, creating and performing a variety of traditional celebration and</p>	<p><b>MFL</b>  <b>Bonjour!</b>  Greetings – saying hello and goodbye  Asking/saying your name  Asking/saying how you are</p>

<p><b>Chemistry</b> Classification of rock types Simple understanding of fossilisation</p> <p><b>Physics</b> Sources of light; shadows &amp; reflections Simple forces, including magnetism</p>	<p>findings. The Roman Empire and its impact on Britain (Boudicca) Romans and glassmaking in Wordsley. British farming and agriculture. Farming through the ages, contrast with rich land owners and poorer medieval farmers eg links to the wool trade and agricultural development. Develop an understanding of how industry changed local farming landscapes and the impact of local industrial advances. Achievements of the Earliest Civilisations – Egyptians – emphasis on agriculture and farming. Stone Age to Iron Age – tools and implements used for farming.</p> <p>Egyptians; men, women and children, slavery. Compare and contrast ancient and modern day Egypt. Look in more detail at Tutankhamen, Queen Nefatiti, the Victorian explorers eg Howard Carter, The Rosetta Stone and its impact on understanding Egyptian hieroglyphics and helping historians learn more about ancient civilisations.</p>	<p>Christianity: The life of the Prophet Mohammed. (compared to the life of Jesus) How do Muslims pray? (How do Christians pray?) Why is the Quran important to Muslims? (Why is the Bible important to Christians?) What are the five pillars of Islam? (What are the 10 Commandments?)</p> <p>Visit a place of worship – RC church or Cathedral The story of Moses and the escape of the slaves from Egypt. How these events are still celebrated today by different faiths eg The Passover, Shrove Tuesday,</p> <p>Harvest around the world; food in faith and the symbolic use of food across religions eg wine and bread at Mass. Why are some foods banned to people of different faiths? Why is fasting used as part of religious culture eg Lent, Ramadan. Why is the preparation of food or praying at meal times important to people of different faiths?</p>	<p>festive songs. Develop ideas for music for a range of celebrations related to human growth eg birth, marriage etc. Create musical accompaniments to the moods/personalities of Horrid Henry and Perfect Peter; children to create their own scenes and perform to music, listen to Peter and The Wolf by Prokofiev. ICT – create music using Purple Mash. Record own music, upload and editing skills. Children to write poems, short narrative pieces portraying characters and their personalities and then choose instruments to use in the portrayal of these characters. Children then compose a piece of music to reflect their character which is recorded.</p> <p>Compose musical pieces for the growing cycle eg rain, seeds germinating, sun, growth, flower, harvest. Create jingles for advertising; listen to a variety of short advertising pieces, evaluate what makes a successful 'jingle' musical piece. Record and 'produce' adverts with music.</p> <p>Children to continue their</p>	<p>Age Numbers 1 – 10</p> <p><u>Ma Famille et Chez Moi</u> Brothers/sisters Identifying family members Alphabet and spelling names Identify where you live Rooms in a house Basic descriptions; eg big, small, pretty, colourful</p> <p><u>Les Animaux</u> Names of animals and pets Talking about your pets Like/dislike – j'adore, j'aime, je n'aime pas, je deteste. Use these terms to talk about animals. Colours Numbers 11 – 20</p>
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			knowledge of instruments and orchestra instrument families eg; woodwind, brass etc... Look in particular at the percussion section and the instruments within it and the sounds they make. Recognise and use values of notes in simple notation form eg; crotchet = 1 beat. Sing in parts and in rounds songs that are related to their topic, particularly Indian music.	
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