

# Curriculum Overview for Year 3 Summer 2018-2019

## English

**Horror / Ghost:** Goosebumps R L Stine

**Explanations**

**Historical Fiction:** The Door in the Wall

Marguerite de Angeli

**Limericks and Clerihews**

**Chronological Reports**

**Composition**

I can use a range of sentences with more than one clause by using a range of conjunctions.

I can use different sentence structures and some better vocabulary in my writing

I can propose changes to grammar and vocab to improve consistency.

I can assess the effectiveness of their own and others writing and suggest improvements.

I can write non-narrative using simple organisational devices

I can use a varied and rich vocabulary mostly correctly in my writing.

When I finish a piece of work I will read it through to correct some spelling and punctuation errors

I group ideas I write about into paragraphs

I can create setting, characters and plot in narratives

## Vocabulary, grammar, punctuation

I know when to use 'a' or 'an'

I can add prefixes to form new words

I know some words belong to word families and this helps me work out the meaning of all the words in the word family

I can use the perfect form of verbs to mark relationships of time and cause.

I can use inverted commas to punctuate direct speech with some accuracy.

I can use a range of past and future tense

I understand how to use the present perfect form of verbs which contrast to the past tense in my writing

I can use a range of sentence structures which have more than one clause.

I can use prepositions to express place and position.

I can use a full range of punctuation taught including inverted commas and associated punctuation mostly correctly.

I can use the grammar rules set out in my grammar list

I can use conjunctions, adverbs and prepositions to express time and cause in my writing

## Handwriting

I can increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

I have developed a consistent, legible handwriting style.

## Spellings

I can spell words correctly which are in my family.

I can write simple sentences, dictated by the teacher, using the correct punctuation and spellings from KS1 and taught so far.

I can place the possessive apostrophe accurately in regular and irregular plurals.

I am able to spell and understand the meaning of some of the Y3/Y4 words mostly correctly.

## Speaking and listening

I can show that I have listened carefully because I make relevant comments

I can present ideas to an audience

I recognise that the meaning can be expressed in different ways depending on the context

I can perform poems from memory adapting expression and tone as appropriate.

## Design and Technology

Can they cut very accurately?

Can they overlap materials?

Can they experiment using different colours?

Can they use mosaic?

Can they use montage?

Can they use the printed images they take with a digital camera and combine them with other media to produce art work?

Can they show facial expressions in their drawings?

Can they use their sketches to produce a final piece of work?

Can they write an explanation of their sketch in notes?

Can they use different grades of pencil shade, to show different tones and texture?

Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?

Can they suggest improvements to their work by keeping notes in their sketch books?

Can they make a printing block?

Can they make a 2 colour print?

Can they add onto their work to create texture and shape?

Can they work with life size materials?

Can they use more than one type of stitch?

Can they join fabric together to form a quilt using padding?

Can they use sewing to add detail to a piece of work?

Can they add texture to a piece of work?

## History

### How Monstrous was Medieval Manchester?

I can explain that invaders in the past would have fought fiercely, using hand to hand combat.

I can speculate and reason about why certain events happened as they did in history.

I can speculate and reason about why certain people acted as they did in history.

## Computing

I can use key phrases in search engines.

I can explain what autocompletes is and how to choose the best suggestion.

I can explain how the internet can be used to sell and buy things.

I can explain the difference between a 'belief', an 'opinion' and a 'fact'.

I can give reasons why I should only share information with people I choose to and can trust.

I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.

I understand and can give reasons why passwords are important.

I can describe simple strategies for creating and keeping passwords private.

I can describe how connected devices can collect and share my information with others.

I can explain why copying someone else's work from the internet without permission can cause problems.

## Music

Combining knowledge of pitch and rhythm to play notated pieces of music on the recorder. Memorising melodic phrases and improvise/compose using notes learnt.

Begin to develop an understanding of the history of music.

Appreciate wide range of live & recorded music. Performance – class showcase

## Mathematics

### Place Value

Count from 0 in multiples of 10, 8, 50 and 100; find 10 or 100 more or less

Read and write numbers up to 1000 in words.

Solve number problems and practical problems involving these ideas.

### Addition & Subtraction

Add and subtract numbers with up to three 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.

Add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Solve measurement problems and reason mathematically.

### Multiplication & Division

Multiply two and three-digit numbers by a one-digit number using formal written layout.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

### Fractions

Recognise and show, using diagrams, equivalent fractions with small denominators.

Compare and order unit fractions, and fractions with the same denominators.

Subtract fractions with the same denominator within one whole [for example,  $1 - \frac{1}{4}$ ]

Solve problems that involve fractions.

### Geometry - Shape

Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

### Measurement

Tell and write the time from an 12-hour analogue clock.

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, a.m./p.m., morning, afternoon, noon and midnight.

Solve measurement problems and reason mathematically.

Measure the perimeter of simple 2-D shapes.

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

Solve measurement problems and reason mathematically.

### Statistics

Understand and use simple scales in pictograms and bar charts with increasing accuracy.

## Modern Languages

I can identify phonemes which are the same as, or different from English

I can identify sounds in songs and rhymes,

I can recognise whether nouns are singular or plural, based on the article (the word for "the" that comes before the noun) "le"/"la"/"l'"/"les".

I can ask and answer simple questions using short sentences.

I can prepare and recite a few familiar sentences to my teacher.

I can give a spoken response to a simple written question.

I can pronounce "le"/"la" and "un"/"une" clearly and accurately.

I can talk about myself using some common verbs in the first person singular

I can ask for simple opinions, and give my own, e.g. likes and dislikes.

I can read and pronounce the most common letters and letter strings in French.

I can read and pronounce familiar written words accurately,

I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence.

I can follow and understand a familiar written text, reading and listening at the same time.

I can write some singular nouns with the correct article

I can write some familiar words from memory.

## PE

### Creative

Juggle Challenge – establish Personal Best score

Roller Ball – establish best score

Coordination with equipment (FUNS Station 8) Challenges

Collect your Rebound game.

Send and Receive in Order game.

Explore and Compare games

Collect Different Rebound game.

Counter Balance in Pairs (FUNS Station 7) Challenges.

Lean Away game

Lean on Me Game

## Science

### Can you feel the force??

Can they compare how things move on different surfaces?

Can they observe that magnetic forces can be transmitted without direct contact?

Can they observe how some magnets attract or repel each other?

Can they classify which materials are attracted to magnets and which are not?

Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?

Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?

Can they identify some magnetic materials?

Can they describe magnets have having two poles (N & S)?

Can they predict whether two magnets will attract or repel each other depending on which poles are facing?

## Geography

### Can the earth shake, rattle and roll??

Can they locate and name some of the world's most famous volcanoes?

Can they describe how volcanoes have an impact on people's lives?

Can they describe how volcanoes are created?

Can they describe how earthquakes are created?

Do they use correct geographical words to describe a place and the events that happen there?

## Religious Education

### How should we live and who can inspire us?

Do they know the difference between right and wrong?

How does religion effect how people live their lives?

Compare and contrast 2 religions.