

Curriculum Overview for Year 3 Autumn 2020-21

<p>English English</p> <p>Charlotte's Web - EB Smith</p> <p>The Stone Age Boy - Satoshi Kitamura</p> <p>The Iron Man – Ted Hughes</p> <p>Vocabulary, Grammar and Punctuation</p> <p>I can experiment with adjectives to create impact.</p> <p>I can express time using adverbs (e.g. then, next, soon, therefore)</p> <p>I can write sentences which contain more than one clause, by using a wider range of conjunctions e.g. because, alt-</p>	<p>hough.</p> <p>I can use prepositions (e.g. before, after, during, in, because, of).</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p> <p>I can use prepositions to express place and position.</p> <p>Handwriting</p> <p>I understand which letters should be left un-joined.</p> <p>I am beginning to join my letters when</p>	<p>writing.</p> <p>Spelling</p> <p>I can identify the root in longer words.</p> <p>When using a dictionary, I am able to use the first two letters of a word to check its meaning</p> <p>I use some prefixes and suffixes and understand how to use them in my writing.</p> <p>Composition</p> <p>I can draft my work into short paragraphs.</p> <p>I can organise paragraphs around a</p>	<p>Science 1—Animals including humans</p> <p>Can they explain the importance of a nutritionally balanced diet?</p> <p>Can they describe how nutrients, water and oxygen are transported within animals and humans?</p> <p>Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?</p> <p>Can they describe and explain the skeletal system of a human?</p> <p>Can they describe and explain the muscular system of a</p>	<p>Science 2– Rocks</p> <p>Can they compare and group together different rocks on the basis of their appearance and simple physical properties?</p> <p>Can they describe and explain how different rocks can be useful to us?</p> <p>Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?</p> <p>Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?</p>
<p>Maths</p> <p>Number & Place Value</p> <p>I can identify, represent and estimate numbers using different representations.</p> <p>I can read and write numbers to 1,000 in numerals and words.</p> <p>I can compare and order numbers up to 1,000.</p> <p>I can find 10 or 100 more or less than a given number.</p> <p>I can count from 0 in multiples of 50 and 100.</p> <p>I can solve number problems and practi-</p>	<p>cal problems using above.</p> <p>Addition & Subtraction</p> <p>I can add and subtract mentally, including: •A 3-digit number and ones •A 3-digit number and tens •A 3-digit number and hundreds</p> <p>I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>I can estimate the answer to a calculation and use inverse operation to check answers.</p> <p>I can solve problems, including missing number problems, using number facts,</p>	<p>place value, and more complex addition and subtraction.</p> <p>Multiplication & Division</p> <p>I can recall and use multiplication and division facts for the 3, 4 and 8x tables.</p> <p>I can write and calculate mathematical statements for multiplication and division using the multiplication tables.</p> <p>Measurement</p> <p>I can compare lengths using m, cm & mm.</p> <p>I can measure lengths using m, cm & mm.</p> <p>I can add and subtract lengths using m,</p>	<p>PE</p> <p>Unit 1—Personal</p> <p>Co-ordination floor movements patterns</p> <p>Static balance—standing</p> <p>Unit 2—Social</p> <p>Dynamic balance to agility</p> <p>Static balance—seated</p>	<p>RE– What are the deeper meanings of festivals?</p> <p>I can name two festivals that Christians like to celebrate and recall three things.</p> <p>I can remember and tell someone what happened in the story of Mary and Joseph at Christmas.</p> <p>I can put six pictures from the Diwali story in the right order.</p> <p>I can speak about my own celebrations and someone else's celebrations.</p> <p>I can suggest what the story of Eid ul Adha could mean for a Muslim family today.</p>
<p>Computing</p> <p>I can search for information about myself online.</p> <p>I can recognise I need to be careful before I share anything about others or myself online.</p> <p>I know who I should ask if I am not sure if I should put something online.</p> <p>I can explain what bullying is and can describe how people may bully others.</p> <p>I can describe rules about how to behave online and how I follow them.</p>	<p>History—Stone Age</p> <p>I can describe and categorise events and periods using the words: BC, AD, decade, ancient, century, and specific dates</p> <p>I can use a timeline within a specific time in history to sequence events.</p> <p>I can demonstrate understanding by</p> <p>Geography—Where on Earth Are We?</p> <p>I can use correct geographical words to describe a place and the events that happen there.</p> <p>I can identify key features of a locality by using a map</p> <p>I can begin to use 4 figure grid references to describe or identify a location. I can recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE) and plot NSEW</p>	<p>French</p> <p>Core 1</p> <p>Greetings</p> <p>Understand and sequence numbers 1-10</p> <p>Understand members of your family</p> <p>Respond to simple questions</p> <p>Core 2</p> <p>Days of the week</p>	<p>Music</p> <p>To hold and play the recorder in correct position.</p> <p>To hold the recorder correctly and play the note B.</p> <p>To play in time to the pulse and breathe in correct places.</p> <p>To listen and copy different rhythms on the note B</p> <p>To play the note B clearly and confidently in two new pieces and learn more about the musical score.</p> <p>To play the note A, know what the word 'rhythm' means and copy back different rhythms on the note B with greater accuracy.</p>	
		<p>Art</p> <p>Drawing</p> <p>I can develop geometry and tonal shading.</p> <p>I can identify and represent subject matter.</p> <p>I can observe and draw from these observations.</p> <p>Painting</p> <p>I can develop the ability to control the tonal quality of paint.</p> <p>Materials</p> <p>I can explore a range of methods and materials.</p>	<p>Design</p> <p>Mechanisms</p> <p>Design:</p> <p>I can design a toy which uses a pneumatic system.</p> <p>I can develop a design criteria from a design brief.</p> <p>I can use thumbnail sketches and exploded diagrams to explain my ideas clearly.</p> <p>Make:</p> <p>I can make a pneumatic system to create a specific motion.</p>	