

Curriculum Overview for Year 3 Autumn

<p>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, although.</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 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 theme.</p> <p>I can write a 5 paragraph narrative</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 human?</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>Can they recognise that soils are made from rocks?</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 practical 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, 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, cm &mm.</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</p> <p>What do Christians learn from the Creation story?</p> <p>I can make links between Genesis 1 and what Christians believe about God and Creation</p> <p>I can recognise that the story of the ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>I can describe what Christians do because they believe God is creator</p> <p>I can describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>I can ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living 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>Tout sur moi (All about me)</p> <p>Greetings- hello/hi, goodbye/ see you soon/ good night</p> <p>Introduce myself- name, age, how are you?</p> <p>Birthdays- months of the year- and numbers 0-31</p>	<p>Art</p> <p>Drawing</p> <ul style="list-style-type: none">• I can identify and represent subject matter <p>Shape</p> <ul style="list-style-type: none">• I can identify 2D shapes within images and objects• I can identify, draw and label simple shapes found in everyday objects <p>Tone</p> <ul style="list-style-type: none">• I can demonstrate understanding of the four simple rules of shading.• I can develop skill and control when using tone. <p>Painting</p> <ul style="list-style-type: none">• I can develop the ability to control the tonal quality of paint.	<p>Music</p> <p>To hold and play the recorder correctly developing instrumental skills.</p> <p>To memorise melodic phrases and improvise using notes learnt (A B).</p> <p>To begin to play from treble clef notation.</p> <p>Appreciate a wide range of live and recorded music.</p>
			<p>Mechanisms</p> <p>Design:</p> <ul style="list-style-type: none">• I can design a toy which uses a pneumatic system. <p>Make:</p> <ul style="list-style-type: none">• I can make a pneumatic system to create a specific motion. <p>Evaluate:</p> <ul style="list-style-type: none">• I can test and modify products, suggesting improvements. <p>Technical Knowledge:</p> <ul style="list-style-type: none">• I can explain how pneumatic systems work.	