

Curriculum Overview for Year 3 Autumn

<p>English</p> <p>Charlotte's Web - EB Smith The Stone Age Boy - Satoshi Kitamura The Iron Man – Ted Hughes</p> <p>Vocabulary, Grammar and Punctuation</p> <p>I can experiment with adjectives to create impact. I can express time using adverbs (e.g. then, next, soon, therefore) 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). 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 I understand which letters should be left un-joined. I am beginning to join my letters when writing.</p>	<p>Spelling I can identify the root in longer words. 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 I can draft my work into short paragraphs. I can organise paragraphs around a theme. I can write a 5 paragraph narrative</p>	<p>Science 1—Animals including humans Can they explain the importance of a nutritionally balanced diet? 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 Can they compare and group together different rocks on the basis of their appearance and simple physical properties? 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 <u>recognise</u> that soils are made from rocks?</p>
<p>Maths</p> <p>Number & Place Value I can identify, represent and estimate numbers using different representations. I can read and write numbers to 1,000 in numerals and words. I can compare and order numbers up to 1,000. I can find 10 or 100 more or less than a given number. I can count from 0 in multiples of 50 and 100. I can solve number problems and practical problems using above.</p>	<p>Addition & Subtraction 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 I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction. I can estimate the answer to a calculation and use inverse operation to check answers. I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Multiplication & Division I can recall and use multiplication and division facts for the 3, 4 and 8x tables. I can write and calculate mathematical statements for multiplication and division using the multiplication tables. Measurement I can compare lengths using m, cm &mm. I can measure lengths using m, cm & mm. I can add and subtract lengths using m, cm &mm.</p>	<p>Co-ordination floor movements patterns Static balance—standing</p> <p>Unit 2—Social Dynamic balance to agility Static balance—seated</p>	<p>I can make links between Genesis 1 and what Christians believe about God and Creation I can recognise that the story of the 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world I can describe what Christians do because they believe God is creator I can describe how and why Christians might pray to God, say sorry and ask for forgiveness 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 I can search for information about myself online. I can recognise I need to be careful before I share anything about others or myself online. I know who I should ask if I am not sure if I should put something online. I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them.</p>	<p>History—Stone Age I can describe and categorise events and periods using the words: BC, AD, decade, ancient, century, and specific dates I can use a timeline within a specific time in history to sequence events. I can demonstrate understanding by</p> <p>Geography—Where on Earth Are We? I can use correct geographical words to describe a place and the events that happen there. I can identify key features of a locality by using a map. 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 Tout sur moi (All about me) Greetings- hello/hi, goodbye/ see you soon/ good night Introduce myself- name, age, how are you? Birthdays- months of the year- and numbers 0-31</p>	<p>Art Drawing<ul style="list-style-type: none">I can <u>identify</u> and represent subject matterShape<ul style="list-style-type: none">I can <u>identify</u> 2D shapes within images and objectsI can <u>identify</u>, draw and label simple shapes found in everyday objectsTone<ul style="list-style-type: none">I can <u>demonstrate understanding</u> of the four simple rules of shading.I can <u>develop</u> skill and control when using tone.Painting<ul style="list-style-type: none">I can <u>develop</u> the ability to control the tonal quality of paint. </p>	<p>Music To hold and play the recorder correctly developing instrumental skills. To memorise melodic phrases and improvise using notes learnt. (A-B). To begin to play from treble clef notation. Appreciate a wide range of live and recorded music.</p> <p>Mechanisms Design:<ul style="list-style-type: none">I can <u>design</u> a toy which uses a pneumatic system.Make:<ul style="list-style-type: none">I can <u>make</u> a pneumatic system to create a specific motion.Evaluate:<ul style="list-style-type: none">I can test and <u>modify</u> products, suggesting improvements.Technical Knowledge:<ul style="list-style-type: none">I can <u>explain</u> how pneumatic systems work. </p>