

Curriculum Overview For Year 3 Spring

<p>English</p> <p>Quest for The City of Gold- James Patterson</p> <p>Vocabulary, grammar and punctuation:</p> <p>I can correctly use verbs in the first, second and third person.</p> <p>I can use verbs in the past or present tense correctly.</p> <p>I know when to use 'a' or 'an' depending on whether the next word begins with a consonant or vowel.</p> <p>I can use the grammar rules set out in my grammar list.</p> <p>I can add prefixes to form new words, such as adding super-anti- or auto- to words.</p> <p>I know that inverted commas are used to open and close what some one is saying in a text.</p>	<p>know some words belong to word families (e.g. solve, solution, solver, dissolve, insoluble).</p> <p>Speaking and Listening</p> <p>I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience</p> <p>I show that I know when standard English is required and use it (beginning)</p> <p>I can retell a story narrative language and add relevant detail</p> <p>Can perform poems from memory adapting expression and tone as appropriate.</p>	<p>Composition:</p> <p>I can write non-narrative using simple organisational devices.</p> <p>I can discuss and plan my writing by looking at similar texts written before, learning its structure, vocabulary and grammar.</p> <p>I group ideas I write about into paragraphs.</p> <p>I use headings and sub-headings to structure and present my work (non-fiction).</p> <p>I can use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can proof read and edit my own work and add some improvements to the texts.</p> <p>I can propose changes to grammar and vocabulary to improve consistency.</p>	<p>Science</p> <p>LC—How far can you throw your shadow?</p> <p>Can they recognise that they need light in order to see things?</p> <p>Can they recognise that dark is the absence of light?</p> <p>Can they notice that light is reflected from surfaces?</p> <p>Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</p> <p>Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?</p> <p>Can they find patterns in the way that the size of shadows change?</p>	<p>PSHE</p> <p>Dreams & Goals</p> <p>I can tell you about some of my hopes and dreams</p> <p>I know how it feels to have hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt</p> <p>I know how disappointment feels and can identify when I have felt that way</p> <p>I know that reflecting on positive and happy experiences can help me to counteract</p>
<p>Maths</p> <p>Multiplication:</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, including for 2-digit numbers, using mental and progressing to formal written methods.</p> <p>I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p>Time:</p> <p>I can tell and write the time from an analogue clock (12 hour clock).</p> <p>I can tell and write the time from an analogue clock (24 hour clock).</p>	<p>I can tell and write the time from an analogue clock (Roman numerals).</p> <p>I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.</p> <p>I can record and compare time in terms of seconds, minutes and hours.</p> <p>I can estimate and read time with increasing accuracy to the nearest minute.</p> <p>I know the number of seconds in a minute.</p> <p>I know the number of days in each month, year and leap year.</p> <p>I can compare the duration of events.</p> <p>Fractions:</p> <p>I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.</p>	<p>I can count up and down in tenths.</p> <p>I recognise and can find and write factions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>I recognise and can find and write factions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p>	<p>PE</p> <p>Cognitive:</p> <p>I can understand the simple tactics of attacking and defending.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p>	<p>PE</p> <p>Creative:</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks or music.</p> <p>I can recognise similarities and differences in movements and expression</p>
<p>History</p> <p>LC: How much did the Ancient Egyptians achieve?</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 speculate and reason about why certain events happened as they did in history.</p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>I can synthesise information from various sources of evidence to answer questions.</p> <p>I can synthesise information from various sources to piece together information about a period in history.</p> <p>I can identify and select important information about a specific event from the past, using my own research.</p> <p>I can demonstrate my understanding about a historical period by using 'information finding' skills.</p>	<p>Geography</p> <p>LC: Why do people choose to go to the Mediterranean for their holidays?</p> <p>I can use correct geographical words to describe a place and the events that happen there</p> <p>I can begin to use 4 figure grid references to describe or identify a location.</p> <p>I can identify the Mediterranean and explain why it is a popular holiday destination.</p> <p>I can confidently classify physical features in a locality, using observations.</p> <p>I can confidently classify human features in a locality, using observations.</p> <p>I can explain why a locality has certain human features.</p> <p>I can explain why a place is like it is.</p> <p>I can compare and contrast the lives of people living in the Mediterranean and my own.</p>	<p>Computing: Computer Science</p> <p>I can use logical reasoning to explain what will happen next</p> <p>I can solve problems by decomposing them into smaller parts.</p> <p>I can use and edit a pre-written program to achieve a specific outcome?</p> <p>I can detect and debug errors in algorithms and programs.</p> <p>I can sequence a simple program on Logo to produce a line drawing.</p> <p>I can write a program to reproduce to complete an algorithm</p> <p>I know that a sequence is a list of instructions in a particular order</p> <p>I know that if I change the sequence I may change the outcome of the program</p> <p>I can predict how a change in a sequence may impact on the outcome of a program</p>	<p>RE—How do festivals and worship show what matters to a Muslim?</p> <p>To know the three main places of worship. (Christianity, Islam and Hinduism)</p> <p>To know there are different places of worship apart from the three main religions we study.</p> <p>I can gather and select from pieces of information about acts of worship.</p> <p>I can make a list of ideas about why people pray and some questions about my own prayer.</p>	<p>Art and Design Technology</p> <p>I can explain original thoughts and ideas about the art of others.</p> <p>I can demonstrate understanding of how to represent myself and my family through my art.</p> <p>I can describe art using an increasingly sophisticated use of language.</p> <p>I can design and make a template from an existing cushion, applying individual design criteria. can sequence and follow a design criteria to create a cushion.</p> <p>I can select and cut fabrics. I can select and use cross stitch to join fabric. I can select and use applique to decorate fabrics. I can make and complete design ideas with stuffing and sewing the edges.</p> <p>I can evaluate an end product, thinking of ways to create similar items.</p> <p>I can select and thread a needle on my own. I can select and tie knots on my own.</p> <p>I can select and sew cross stitch and use applique.</p> <p>I can recognise the need to count the thread on a piece of weave fabric.</p>