

# St Margaret's at Cliffe Curriculum Overview for Year 3 Term 2 2018 - 2019

## English

### READING

- Use knowledge to read 'exception' words
- Read a range of fiction and non-fiction.
- Use dictionaries to check meanings.
- Prepare poems and plays to perform.
- Check own understanding of reading.
- Draw inference and make predictions.

### GRAMMAR

- Use a range of conjunctions.
- Use perfect tense.
- Use time connectives.
- Use a range of nouns and pronouns.
- Know language of clauses.

### WRITING

- Use handwriting joins appropriately.
- Write simple dictated sentences.
- Plan to write based on familiar forms.
- Rehearse sentences orally for writing.
- Use rich vocabulary.
- Create simple settings and plot.
- Assess effectiveness of own and other's writing

### SPEAKING & LISTENING

- Give structured descriptions.
- Participate actively in conversation
- Consider & evaluate different viewpoints

## Mathematics

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.
- Solve problems, including missing number problems, involving multiplication and division.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators,
- Decimal numbers and ratio.
- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Measure the perimeter of simple 2-D shapes
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- 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, am/pm, morning, afternoon, noon and midnight
- Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

## Music

- Listen with attention to detail and recall sounds with increasing aural memory.
- Improvise and compose music.
- Use voice instruments with increasing accuracy, control and expression.

## Geography

### Where on earth are we?

- Identify the position and significance of longitude latitude, equator, climate, hemispheres and tropics.
- Using the eight points of a compass.

## History

Not taught this term

## Art and Design

- Use sketch books to collect, record and evaluate ideas.
- Improve mastery of techniques drawing and painting with varied materials.
- Learn about how can we change places- Sculptures around the World

<p><b>RE</b></p> <p><b>What do different people believe about God?</b></p> <ul style="list-style-type: none"> <li>-Who are Christian / Muslim / Jewish and what do they believe?</li> <li>-Why do some people believe God exists?</li> <li>-Do we need to prove God's existence?</li> <li>-Give examples of how Christians prepare for Christmas during the season of Advent.</li> <li>-Make links between Bible stories and the ways in which they show particular characteristics and qualities in their own lives.</li> </ul>	<p><b>PSHE</b></p> <p><b>Aims and Values of our School – To understand respect and tolerance.</b></p> <ul style="list-style-type: none"> <li>-Anti-bullying</li> <li>-Understand what bullying is.</li> <li>-Understand the different types of bullying.</li> <li>-Understanding what to do if a witness to bullying.</li> <li>-Understand ways to stop bullying.</li> <li>-Understanding how to be a good friend.</li> <li>-Accepting and coping with differences.</li> <li>-Cyber bullying.</li> </ul>	<p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>-Use annotated sketches &amp; prototypes to explain ideas.</li> <li>-Use research and criteria to develop products.</li> <li>-Design &amp; make stable structures.</li> <li>-Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>-Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul>	<p><b>Physical Education – Football</b></p> <ul style="list-style-type: none"> <li>-Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>-Compare performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>Computing – Touch Typing</b></p> <ul style="list-style-type: none"> <li>-Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact.</li> <li>-Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>-Rocks and soils.</li> <li>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>-Recognise that soil is made from rocks and organic matter.</li> </ul>		