

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

English

Speaking and Listening

Ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for discussion.

Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Understand what they read in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.

Writing

Use further prefixes and suffixes and understand how to add them.

Possessive/contraction apostrophes, spell further homophones, spell words that are often misspelt.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Composition

Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas. Draft and write. Evaluate and edit. Non –narrative. Using organisational devices e.g. headings subheadings. Assessing the effectiveness of own work.

Vocabulary and grammar

Extend sentences with more than one clause using conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns.

Poetry

Prepare poems to read aloud and perform.

To write new extended verses.

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 4 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.

Measure

-Measure, compare, add and subtract mass (kg/g)

-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

-Tell and write the time from an analogue clock, including revision of Roman numerals from i to xii and 12 hour and 24 hour clock.

-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.

-Know the number of seconds in a minute and the days in each month, year and leap year.

-Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

<p>Music</p> <ul style="list-style-type: none"> -Listen with attention to detail and recall sounds with increasing aural memory -Improvise and compose music. -Use voice and body parts with control and expression to create sounds. -Listen with attention to music from different countries. 	<p>Geography</p> <p>Can you come on a great American Road Trip?</p> <ul style="list-style-type: none"> -Using ordinance survey maps of the United Kingdom and North and South America. -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 	<p>French</p> <p><u>Food Glorious Food</u></p> <ul style="list-style-type: none"> -Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help 	<p>Computing</p> <p><u>Touch Typing</u></p> <ul style="list-style-type: none"> -Use sequence, selection, and repetition in programs; work with variables and various forms of input and output <p><u>Collect and present data</u></p> <ul style="list-style-type: none"> -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
<p>RE</p> <p>What do different people believe about God?</p> <ul style="list-style-type: none"> -Understand some of the ways that some religions describe God. -Ask questions and express some of their own responses about God -Identify how and say why it makes a difference in people's lives to believe in God. 	<p>PSHE</p> <p>Going For Goals</p> <ul style="list-style-type: none"> -Identifying learning styles. -Setting our own success criteria. -Managing and overcoming obstacles. -Taking responsibility. -Goal setting. -Making choices. 	<p>Design and Technology</p> <ul style="list-style-type: none"> -Use annotated sketches and prototypes to explain ideas. -Use research and criteria to develop products. -Develop and make a diorama. -Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>Physical Education</p> <p>Netball/Gymnastics</p> <ul style="list-style-type: none"> -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. -Develop flexibility, strength, technique, control and balance. -Perform dances using a range of movement Patterns.
<p>Art and Design</p> <p><u>Investigating patterns – Rousseau and Gauguin</u></p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -Improve mastery of techniques, drawing, painting with varied materials. 		<p>Science</p> <ul style="list-style-type: none"> -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. -Investigate the way in which water is transported within plants. -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	