

St Margaret's at Cliffe Curriculum Overview for Year 3 Term 4 2018 - 2019

English

Speaking and Listening

-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.

- i. **Spelling, Punctuation and Grammar**- using commas after fronted adverbials. Using and punctuating direct speech. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. **Extend sentences with more than one clause using conjunctions.** Use further prefixes and suffixes and understand how to add them, 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.
- ii. **Composition- narrative** - 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. To write alternative endings or sequels to traditional stories. To describe and sequence key incidents in a variety of ways. **Non narrative**- understand the presentation skills e.g. subheadings.
- iii. **Poetry**- Prepare poems to read aloud and perform. Plays-read prepare and present play scripts. To recognise the key differences between prose and play scripts.

Mathematics

Division and remainders

-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 two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Addition and subtraction

-Add and subtract numbers with up to 4 digits, using formal written methods of columnar addition and subtraction.

-Solve problems, including missing number problems.

Measures –Money to solve problem

-Recognise coinage and bank notes. Estimate answers to calculations. Add and subtract money to find totals and to give change to £5. Use £ or p.

Angles

-Identifying angles in shapes.

-Recognise angles as a property of shape or a description of a turn.

-Measure the perimeter of simple 2-D shapes.

Statistics:

-Bar charts, pictograms and tables. To interpret and present data using bar charts, pictograms and tables.

-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> <ul style="list-style-type: none"> -Using ordinance survey maps of the United Kingdom and the wider world. Zones, biomes and vegetation belts. -Compare and contrast regions of The Americas. 	<p>French</p> <p>Family and Friends</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> <ul style="list-style-type: none"> -Use programs and write programs to achieve specific goals related to position, direction and movement of an object.
<p>RE</p> <p>Why are festivals important to Religious Communities?</p> <ul style="list-style-type: none"> -Recognising differences between religious communities. -Retell stories behind some festivals. -Identify similarities and differences between festivals. -Identify some celebrations that form part of our own life. 	<p>PSHE – Reflection</p> <ul style="list-style-type: none"> -To understand myself and how I learn. -To understand how to extend our learning. -To express our feelings and describe what surprised feels like. -To express preferences to whether we like things to stay the same. -To understand the term assertive. -To understand how to be able to deal with our worries. -To understand that most people have worries. 	<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>Tag rugby/Dance</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>Investigating patterns: Rousseau</p> <ul style="list-style-type: none"> -To create sketch books to record their observations and use them to review and revisit ideas. -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 		<p>Science - <u>Humans, animals, healthy eating and teeth</u></p> <ul style="list-style-type: none"> -Ask relevant questions and using different types of scientific enquiries to answer them. -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. -Be able to understand that all animals including humans need to feed and drink. -Be able to understand how to group foods according to criteria. -Be able to understand that a balanced diet is needed to sustain a healthy body. -Be able to understand that the amount of food needed is related to activity. 	

