

St Margaret's at Cliffe Curriculum Overview for Year 3 Term 6 2018 - 2019

English



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.

Comprehension

- i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. using dictionaries to check the meaning of words that they have read
- iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- v. identifying themes and conventions in a wide range of books.

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

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.

Mathematics



Ongoing counting, tables, quick recall of number facts.

To count from 0- in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number. Solve number problems and practical problems

Geometry- Horizontal, vertical & curved lines

To extend and develop understanding of 2D and 3D shape to recognise angles as a property of shape or a description of a turn.

To identify right angles; identify whether angles are greater than or less than a right angle.

Measure- Capacity

To measure, compare, add and subtract volume/capacity (l/ml).

Multiplication and division

To be able to recall and use multiplication and division facts for 3, 4, and 8 times tables. To be able to write and calculate mathematical statements for x and division using tables. Doubling. Grid multiplication, division by chunking, short x and ÷.

To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

To write and calculate mathematical statements for multiplication and division

Fractions

Equivalence addition and subtraction.

To recognise and show, using diagrams, equivalent fractions with small denominators.

Time-

12 and 24 hour clock.

To estimate and read time with increasing accuracy to the nearest minute

<p style="text-align: center;">Geography</p> <p><u>Human geography settlements and land use natural resources food, water and minerals</u></p> <p>Be able to understand that a village can develop as a result of several factors Understand how to use maps to identify settlements and reasons for settlements. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><u>Revise</u></p> <p>To use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p style="text-align: center;">Music</p> <p>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 and appraise music from different composers.</p>	<p style="text-align: center;">History</p> <p>Local History – The significance of Dover Castle</p> <p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They can note connections, contrasts and trends over time and develop the appropriate use of historical terms. They can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<p style="text-align: center;">Computing</p> <p>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. Select, use and combine a variety of software) 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>
<p style="text-align: center;">RE</p> <p>What can we learn from religions about what is right and wrong?</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people can find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.</p>	<p style="text-align: center;">PSHE – Changes</p> <p>Understand that change can be good. Be able to describe some changes that have made my life better. Understand that change is normal Understand that even changes that we want to happen can feel uncomfortable. Develop our understanding that change can often be a positive thing.</p>	<p style="text-align: center;">Design and Technology</p> <p style="text-align: center;"><u>Food Technology</u></p> <p>Investigate and analyse a range of existing products. Evaluate ideas and products against our own design criteria and consider the views of others to improve our work. 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. Design and bake a bread roll for a medieval feast!</p>	<p style="text-align: center;">Physical Education</p> <p style="text-align: center;"><u>Athletics</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Be able to play competitive games, modified where appropriate, and apply basic principles</p> <p><u>Swimming</u></p> <p>To be able to swim competently, confidently and proficiently over a distance of at least 25m. To be able to perform safe self-rescue. To be able to use a range of strokes effectively</p>

Art

Dragon's Eyes



Medieval Patterns in a Castle



To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Modern Foreign Languages

Time



Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through 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

Science

An investigation from each of the 5 units covered throughout the year.

The principal focus of science teaching in Lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.