St Margaret's at Cliffe Curriculum Overview for Year 3 Term 1 2020-2021

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English		Mathematics	
-Use knowledge to read 'exception' words and spell high frequency words.		Re-visit and consolidate Year 2 maths.	
-Read range of fiction and non-fiction and use dictionaries to check meaning.			
-Check own understanding of reading		NUMBER	
-Draw inference & make predictions		-Learn 3 & 4 times tables.	
-Use a range of conjunctions.		-Secure place value to 100.	
-Use perfect tense.		-Mentally add & subtract, units, tens or hundreds to numbers of up to 3 digits.	
-Use time connectives.		-Written column addition & subtraction.	
-Use range of nouns and pronouns.		-Solve number problems.	
-Know language of clauses.		FRACTIONS TO SOLVE PROBLEMS	
-Use handwriting joins appropriately		-Count up and down in ½, ¼, ¼, 1/10 to 10	
-Write simple dictated sentences		-recognise, find and name fractions of a set of objects – a third, a half, a quarter and a	
-Plan to write based in familiar forms		tenth with whole number answers	
-Rehearse sentences orally for writing		-Find ¾ of a set of objects	
-Use rich vocabulary		-Calculate fractions of amounts practically and link to division and to length, money	
-Create simple settings & plot		etc.	
-Access effectiveness of own and other's writing		-Recognise and use fractions as numbers – thirds, halves, quarters and tenths	
-Give structured descriptions		MEASURE – Money and length	
-Participate actively in conversation		-Measure and calculate with metric measure	
-Consider and evaluate different viewpoints		-Add and subtract using money in context	
- Write in various genres including; instructions, non-chronological reports, diary		-Estimate answers to calculations	
entries and stories.		-Recognise coinage and bank notes	
		-Add and subtract money to find totals and to give change	
		-Use £ or p	
		-Solve problems around money	
		DATA	
		-Interpret bar charts and pictograms	
Music	Art and Design	Physical Education	Computing
Listening and Appraising	Drawings	Invasion Games – Football/Tag Rugby	E-Safety
- Listen with attention to detail	-Using line and tone to represent things	-Begin to develop ball skills, to include,	-Use internet safely and appropriately.
and begin to recall sounds with	seen, remembered or observed.	dribbling, passing and kicking.	Combining Text and Graphics
increasing aural memory.	-Exploring shading and using different	- Throw and catch with control to keep	-Create different effects with different
	media.	possession and score 'goals'	technological tools, demonstrating some
	Collage work	- To build skills into practise games.	control.
	-Developing awareness of contrasts in		-Insert a picture/text from the internet or a
	texture and colour.		personal file.

RE	Modern Languages	Design and Technology	History
 What do different people believe about God? Describe some of the ways in which Christians, Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. 	French – 'Getting to Know You' -Listen and engage. -Show understanding of words and phrases. -Ask and answer questions. -Speak in short sentences using familiar vocabulary.	Not this term Geography Not this term.	 The Stone Age -Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. -Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
PSHE Circle Time Feelings and emotions		Science <u>Rocks and Fossils</u> -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -Describe in simple terms how fossils are formed when things that have lived are trapped within rock. -Recognise that soils are made from rocks and organic matter.	