

St Margaret's at Cliffe Curriculum Overview for Year 3 Term 1 2022-2023

English

- Use some strategies to help me learn to spell words.
- Use the first letter of a word to check its spelling in a dictionary.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Talk about a genre of writing identifying its structure, vocabulary and grammar.
- Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.
- Organise my writing in paragraphs around a theme.
- Create settings, characters and plot in narrative writing.
- Assess the effectiveness of my own and others writing and suggest improvements.
- Read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.
- Evaluate what I have written with the teacher or another pupil.

VOCABULARY AND GRAMMAR

- Beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause.
- Beginning to identify and understand the main clause in a sentence.
- Understand the term paragraph as a way of grouping related material.
- Understand what a noun or pronoun is and am beginning to use these in my writing.
- Understand that bossy verbs are known as imperative verbs.
- Understand the term preposition in relation to position.
- Can develop the range of time and linking words used to start sentences.
- Can classify adjectives.
- Can develop my use of adverbs.
- Understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel.
- Confidently use capital letters and full stops to demarcate a sentence.
- Developing confidence in using inverted commas in direct speech.

Mathematics

Re-visit and consolidate Year 2 maths.

NUMBER SYSTEM AND PLACE VALUE

- Represent numbers to 100 – 1,000
- Partition numbers to 100 – 1,000
- Use a numberline to 100- 1,000
- Count in hundreds
- Recognise 100s, 10s and 1s in three digit numbers
1, 10 or 100 more or less
- Estimate on a numberline to 1,000
- Compare numbers up to 1,000
- Order numbers up to 1,000
- Count in 50s

ADDITION AND SUBTRACTION

- Add and subtract 1s, 10s, 100s.
- Use related addition and subtraction facts to check calculations (spot the pattern).
- Add and subtract 10s across a 100.
- Make connections between adding related tens and hundreds
- Add two numbers – crossing and not crossing 100
- Subtract two numbers – crossing and not crossing 100
- Add two 3-digit numbers
- Find complements to 100
- Estimate answers
- Use inverse operations to solve calculations

MULTIPLICATION AND DIVISION

- Recognise multiplication as equal groups
- Use arrays
- Find multiples of 2
- Find multiples of 5 and 10
- Share and group
- To be able to multiply and divide using 2, 3, 4, 5, 8 and 10 times tables

<p>Music</p> <p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"> - Listen with attention to detail and begin to recall sounds with increasing aural memory. 	<p>PSHE</p> <p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Recognise my worth and identify positive things about myself and my achievements. - Be able to set personal goals. - Be able to face new challenges positively, make responsible choices and ask for help if needed. - Understand why rules are needed and how they relate to rights and responsibilities. - Understand that actions affect myself and others and I care about other people's feelings. - Be able to make responsible choices. - Understand my actions affect others and try to see things from their point of view. 	<p>Physical Education</p> <p><u>Invasion Games – Football/Tag Rugby</u></p> <ul style="list-style-type: none"> - Begin to develop ball skills, to include, dribbling, passing and kicking. - Throw and catch with control to keep possession and score 'goals'. - To build skills into practise games. 	<p>Computing</p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> - Use internet safely and appropriately. <p><u>Coding</u></p> <ul style="list-style-type: none"> - To understand what a flowchart is and how flowcharts are used in Computer programming. - To use coding knowledge to create a range of programs. - To design and create an interactive scene.
<p>RE</p> <p><u>What do different people believe about God?</u></p> <ul style="list-style-type: none"> - 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. 	<p>Modern Languages</p> <p><u>French – 'Getting to Know You'</u></p> <ul style="list-style-type: none"> - Listen and engage. - Show understanding of words and phrases. - Ask and answer questions. - Speak in short sentences using familiar vocabulary. 	<p>Art and Design</p> <p><u>Drawings</u></p> <ul style="list-style-type: none"> - Using line and tone to represent things seen, remembered or observed. - Exploring shading and using different media. - Drawing artist: Leonardo DaVinci. <p><u>Collage work</u></p> <ul style="list-style-type: none"> - Developing awareness of contrasts in texture and colour. - Stone Age collage work 	<p>History</p> <p><u>The Stone Age</u></p> <ul style="list-style-type: none"> - 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.
<p>Geography</p> <p>Not taught this term.</p> <p>Design and Technology</p> <p>Not taught this term</p>		<p>Science</p> <p><u>Rocks and Fossils</u></p> <ul style="list-style-type: none"> - 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. 	