St Margaret's at Cliffe Curriculum Overview for Year 3   Term 5 2018-19

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

Class reading books: Harry Potter, Gangsta Granny, The Boy Who Grows Dragons

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.   **Grammar, Punctuation and Spelling-** 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.

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 e.g. information/report posters- Castles. Letters written for a range of purposes and instructions.

Mathematics

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.

Counting and estimating- Be able to recognise the place value of each digit in a three digit number. To read and write numbers up to 1000 in numerals and words. To compare and order numbers and practical problems involving these ideas. 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.

Multiplication and division – To be able to recall and use multiplication and division facts for 3, 4, 8 x tables. To be able to write and calculate mathematical statements for x and division using tables.

Addition and subtraction: To be able to add and subtract 3 digit numbers and 1s, 10s and 100s. To add and subtract numbers mentally including a three digit number and tens. To solve problems including number problems using number facts, place value and more complex.

Addition and subtraction using columns- Add and subtract numbers mentally including a 3 digit number and 1s. Solve problems including missing number problems. Link to real life e.g. add and subtract amounts of money to give change, using both £ and p in practical contexts .Solve problems involving measures and simple problems involving passage of time.

Music

-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.
Develop an understanding of the history of music (linked to Castles topic)

PSHE – Circle Time
Would it help if?

-Be able to understand how I can make someone who is important to me happy.

-This term's VALUE is: 'Responsibility'.

Computing

Presenting Data – Castle information

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.

RE - Why do people pray?

-Expressing (religious and spiritual forms of expression; questions of identity and diversity)

-Which places are special and why? What makes some places sacred? If God is everywhere, why go to a place of worship?

-Should religious buildings be sold to feed the starving?

History
Castles- a local history study

-A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
-Be able to understand what life in Dover Castle was like for different people.
-Be able to identify key features of Dover Castle.
-Understand how castles adapt and develop over time.
-Use dates and vocabulary relating to passing

French – Our School

-Listen and respond to topic vocabulary.
-Demonstrate understanding with actions.
-Write sentences converting le/la to un/une.
-Answer questions using the topic vocabulary.
-From memory, begin to know if nouns from the topic are masculine or feminine.

Physical Education
Hockey and Rounders

-Be able to use running, jumping, throwing and catching in isolation and in combination.

-Play competitive games, modified where appropriate, and apply basic principles.

-Be able to improve throwing and catching skills.

-Develop flexibility, strength, technique, control and balance.

Art and Design
Shapes in buildings

-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 and painting.

Science
Forces and magnets

-Compare how things move on different surfaces.
-Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
-Observe how magnets attract or repel each other and attract some materials and not others.
-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
-Describe magnets as having two poles.
-Predict whether two magnets will attract or repel each other depending on which poles are facing.