

# St Margaret's at Cliffe Curriculum Overview for Year 3 Term 5 2020 - 2021

## 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.

### 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.

## Music

### Instrument - Glockenspiel

- Begin to recognise simple notations to represent music, including pitch and volume (dynamics).
- Be respectful when using instruments.
- Read a simple musical stave.
- Perform simple rhythmic and musical parts beginning to vary the pitch with a small range of notes.

## RE

### Why do people pray?

- Describe ways in which prayer can comfort and challenge believers.
- Describe the practice of prayer in the religions studied.
- Make connections between what people believe about prayer and what they do when they pray.

## Mathematics

**Number and Place Value-** 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. Add and subtract numbers mentally including a 3 digit number and 1s. Solve problems including missing number problems.

### **Measures- money, capacity and volume**

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 of capacity and volume.

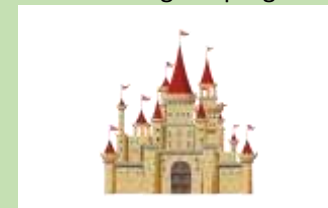
**Fractions** - count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects and numbers: unit fractions and non-unit fractions with small denominators. Begin to compare and order unit fractions on a number line > 1.

## Computing

### E-Safety

### Research – combining text and graphics - 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.



## PSHE

### Circle Time

This term's VALUE is: 'Responsibility'.

### Jigsaw – Relationships

- Identify the roles and responsibilities of each member of my family.
- Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.
- Know and can use some strategies for keeping myself safe online.
- Explain how some of the actions and work of people around the world help and influence my life.
- Know how to express my appreciation to my friends and family.

## 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

### Printing – Nature/ Natural Environment

- Exploring colour mixing through printing, using two colours and variety of papers.
- Using printing to represent the natural environment.



## 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.

