

# St Margaret's at Cliffe Curriculum Overview for Year 3 Term 6 2021 - 2022

## 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



### **Time**

- Comparing durations
- Start and end times
- Measuring time in Seconds
- Problem solving with time

### **Properties of Shape**

- Turns in angles
- Right angles in shapes
- Comparing angles
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2D shapes
- Recognise and describe 3D shapes
- Make 3D shapes

### **Mass and Capacity**

- Measure mass
- Compare mass
- Add and subtract mass
- Measure capacity
- Compare capacity
- Add and subtract capacity
- Temperature

## Geography

- Describe the key aspects of physical geography: Rivers and the Water cycle
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.



## Music

### Composing – Rivers and Seas

- Be respectful when using instruments.
- Compose simple melodies and songs
- Comment on the effectiveness of their own work, identifying and making improvements.
- Create simple rhythmical patterns that uses a small range of notes.

## Computing

- Research – combining text and graphics.
- 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.

### E Safety

- Use technology safely, respectfully and responsibly.
- Recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

## RE

What does it mean to be Christian in Britain today?

- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings
- Describe some ways in which Christians express their faith through hymns and modern worship songs
- Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes
- Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others

## PSHE – Changing Me

- Know that in animals and humans lots of changes happen between conception and growing up.
- Know that in nature it is usually the female that carries the baby.
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops.
- Know that babies need love and care from their parents/carers.
- Know some of the changes that happen between being a baby and a child.
- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults.
- Know some of the outside body changes that happen during puberty.
- Know some of the changes on the inside that happen during puberty.
- Identify what I am looking forward to when moving to my next class.

## Design and Technology

### Construction – pop up book

- Select suitable tools and equipment, materials and components.
- Explain choice of tools and equipment depending on skills and techniques to be used.
- List the order of the main stages of making and formulate a plan as a guide to making.
- Measure, mark out, cut and shape a range of materials and components with increasing accuracy.
- Assemble, join and combine materials and components with increasing accuracy.
- Apply a range of finishing techniques, with increasing accuracy.
- Use an increasing and correct technical vocabulary to describe different mechanical mechanisms.
- Understand how mechanical systems (levers and linkages) create movement.

## Art (continued from term 5)

### Printing

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



## History

### Completed in Term 5

## Physical Education

### Athletics

- Use running, jumping, throwing and catching in isolation and in combination.
- Be able to play competitive games, modified where appropriate, and apply basic principles

## 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.

## 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