



The Raleigh Curriculum Overview Year 3



English

SEE ATTACHED SHEET

Mathematics

SEE ATTACHED SHEET

Science

Biology
Plants
 functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 explore the requirements of plants for life and growth
 investigate the way in which water is transported within plants
 life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans
 skeletons and muscles
 food and nutrition

Rocks
 Classification of rock types – Compare and group together different kinds of rocks on the basis of their simple, physical properties.
 3 main types of rocks (igneous, sedimentary and metamorphic) and understanding how they are formed
 Recognise that soils are made from rocks and organic matter
 Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

Physics
Light
 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
 recognise that they need light in order to see things and that dark is the absence of light
 notice that light is reflected from surfaces
 sources of light
 shadow formation and changes in shadows

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
 simple forces, including magnetism
 describe magnets as having two poles
 investigate how two magnets will attract or repel each other

Art & Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers

Design & Technology

- Use research & criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Use mechanical systems in own work
- Understand seasonality; prepare & cook mainly savoury dishes

Modern Languages

We learn French through:

- Listen & engage to a balance of written and spoken vocabulary
- Learn through interactive games and songs
- Ask & answer questions
- Speak in sentences using familiar vocabulary
- Develop appropriate pronunciation
- Show understanding of words & phrases
- Learn basic prepositions
- Use description
- Appreciate stories, songs, poems & rhymes

PSHE safety

- Grow in resilience by reflecting on achievements, mistakes and creating personal goals
- Research, discuss and debate topical issues
- Recognise different rights and responsibilities at home, at school and in the local community
- Know how to stay healthy and safe, including exercise, diet, drugs, acceptable physical contact, road use and understanding what affects mental health.
- Discuss different types of relationships.

Geography

- Locate world's countries, focussing on Europe & Americas focus on key physical & human features
- Focus on Greece, India? Italy?
- Study a region of the UK (not local area) Scotland
 - Use maps, globes and atlases to investigate places
 - Use 8 points of compass, symbols & keys (put in trip to High Ashurst for orienteering)
 - Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc.
 - Describe key aspects of the water cycle
 - Use fieldwork to observe, measure & record

History

British History (taught chronologically)
 Stone Age to Iron Age Britain, including:
 - Hunter-gatherers and early farmers
 - Bronze age religion, technology & travel
 - Iron age hill forts

Ancient Greece

Music

- Use voice and instruments with more accuracy and expression
- Be able to control the sounds they make
- Improvise and begin to compose music for different settings or emotions
- Listen with attention to detail – be able to identify common instruments
- Appreciate wide range of live and recorded music
- Begin to know the history of some famous pieces and / or composers.

Physical Education

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control in gym, dance & athletics
- Compare performances to achieve personal bests

Computing Safety

Movement
 Design and write simple programs that accomplish specific goals, including controlling or simulating physical systems.
 Use sequence, selection and repetition in programs.
 Generate appropriate inputs and predicted outputs to test programs.
 Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.

Movement/Control
 Use sequence, selection and repetition in programs.
 Work with variables and various forms of input and output.
 Generate appropriate inputs and predicted outputs to test programs.
 Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
 Solve problems by decomposing them into smaller parts.

Powerpoint, Excel-spread sheet, word typing skills, e-safety, ipad apps, taking pictures, making videos, research and databases need to be taught through other subjects

Religious Education

Following the agreed local syllabus.



Curriculum overview for Year 3

Mathematics

Number & Place Value

Count in multiples of 4, 8, 50, 100 from 0 and find 10 or 100 more or less than any number

Recognise place value of each digit in three and four digit numbers

Order, compare, read and write numerals and number words to 1000

Solve number problems involving these ideas

Addition and Subtraction

Add and subtract mentally: 3 digit number and ones, 3 digit number and tens, 3 digit number and 100s

Add and subtract up to 3 digits numbers using formal written methods.

Estimate answers and use inverse operations to check

Solve problems including missing numbers, number facts

Multiplication & Division

Recall 3x 4x 8x facts

Use mental and formal methods including known facts to write and calculate number problems (column method)

Fractions

Count up and down in tenths, recognising that it is dividing an object into ten equal parts, recognise, write and find fractions of objects

Recognise and show equivalent fractions

Add and subtract fractions with the same denominator

Solve problems involving fractions

Measure

Measure, compare, add subtract lengths, mass and volume

Measure perimeter of 2D shapes

Add and subtract amounts of money including giving change

Write and tell the time on an analogue clock, including recognising roman numerals, and 12 and 24 hour clocks

Estimate and read time to the nearest minute

Know the number of seconds in a minute, and days in each month, year and leap year

Compare durations of events

Geometry: properties of Shape

Draw 2D and make 3D models of shapes, including in different orientation

Recognise angles as a property of shape, identify that two right angles = half turn, 3 = $\frac{1}{4}$ turn, 4 = whole turn

Identify pairs of perpendicular and parallel lines horizontally and vertically

Statistics

Interpret and present bar charts, pictograms and tables

Solve one and two step problems using information from charts and tables

Curriculum overview for Year 3

English

Reading

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in the National Curriculum Appendix, 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

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

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 inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Transcription

Spell:

Use further prefixes and suffixes and understand how to add them

Spell further homophones

Spell words that are often misspelt

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Use the first two or three letters of a word to check its spelling in a dictionary

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

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 by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (NC English Appendix 2 pgs 76-77)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in NC English Appendix 2 pgs 76-77 by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for year 3 in NC English Appendix 2 pgs 76-77

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in NC English Appendix 2 pgs 76-77 accurately and appropriately when discussing their writing and reading.

