

# YEAR 3 CURRICULUM OVERVIEW

- Music**
- \* Improvise & compose music.
  - \* Listen to a range of music with attention to detail.
  - \* Appreciate wide range of live & recorded music.
  - \* Begin to develop understanding of music history.

- Drama**
- \* Create and present drama which explores real and imaginary situations, using improvisation and script.
  - \* Respond to the experience of drama by discussing thoughts and feelings.
  - \* Give and accept constructive comment.

- Speaking & Listening**
- \* Engage in meaningful discussions.
  - \* Listen to and learn a wide range of vocabulary. identify vocabulary that enriches and enlivens stories.
  - \* Speak to small and larger audiences regularly.
  - \* Practise and rehearse sentences and stories.
  - \* Listen to & tell stories to internalise the structure.
  - \* Give structured descriptions.
  - \* Participate activity in conversation.
  - \* Consider & evaluate different viewpoints.

- COMMUNICATION**
- Non-Fiction Writing**
- \* Write instructions, recounts, explanations and non-chronological reports.
  - \* Write persuasively, formally and in a journalistic style.
  - \* Write arguments and write biographies.

- Dance**
- \* Create short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice.
  - \* Express my ideas, thoughts and feelings through creative work in dance.

- Poetry Writing**
- \* Learn by heart and perform a significant poem.
  - \* Write poems that convey an image.

- Reading**
- \* Prepare poems & plays to perform.
  - \* Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
  - \* Listen to and discuss a wide range of non-fiction texts.
  - \* Increase familiarity with a wide and varied range of books
  - \* Take part in conversations about books.
  - \* Learn a wide range of poetry by heart.
  - \* Read and listen to whole books.

- Art**
- \* Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
  - \* Develop and share ideas.
  - \* Develop a mastery of techniques.
  - \* Learn about great artists, architects and designers in history.
  - \* Give and accept constructive comments about own and other people's work.

- Fiction Writing**
- \* Write stories set in places pupils have been.
  - \* Write stories of mystery and suspense.
  - \* Write plays.
  - \* Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

- Physical Wellbeing**
- \* Understand seasonality; prepare & cook mainly savoury dishes.
  - \* Developing an understanding of the human body and use this knowledge to maintain and improve wellbeing and health.
    - \* Learn to assess and manage risk.
  - \* Know and demonstrate how to keep safe and how to respond in a range of emergency situations.
    - \* Know and demonstrate how to travel safely.
  - \* Be aware of the role physical activity plays in keeping us healthy.
  - \* Explore how physical activity contributes to health & wellbeing.

- Physical Education**
- \* Use running, jumping, catching & throwing in isolation & combination.
  - \* Play competitive games, modified as appropriate.
  - \* Develop flexibility, control & teamwork.
  - \* Compare performances to achieve personal bests.

- HEALTH & WELLBEING**
- Mental & Emotional Wellbeing**
- \* Express feelings clearly and develop the ability to talk about them.
  - \* Begin to know we all experience a variety of thoughts and emotions that affect us.
    - \* Understand how to access support.
    - \* Understand that feelings and reactions can change.
  - \* Know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships.
  - \* Understand the importance of mental wellbeing and how this can be improved.
    - \* Explore and develop skills and strategies to support themselves.
    - \* Learn how to give support.

- Social Wellbeing**
- \* Explore entitled rights, exercise these appropriately and accept responsibilities.
    - \* Show respect for the rights of others.
  - \* Contribute to making the school community one which values individuals equally and is inclusive
    - \* Use and value opportunities to improve and manage learning.
  - \* Represent class, school and/or wider community to develop self-worth and confidence.
  - \* Contribute to bringing about positive change in the school and wider community.
  - \* Value the opportunities given to make friends and be part of a group in a range of situations.

- Relationships Education\*\***
- \* Families and people who care for me
  - \* Respectful relationships
  - \* Being safe
- \*\*STATUTORY FROM 9/2020. THIS COMPLEMENTS OUR EXISTING WELLBEING AND SCIENCE CURRICULUM

**British Values**

Increasingly understand, across the curriculum:  
 Democracy: The Rule of Law;  
 Individual Liberty: Mutual Respect & Tolerance

- RE**
- \* Study Judaism & Sikhism.
  - \* Study other religions of interest to pupils.

- History**
- \* Understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past.
  - \* Use primary and secondary sources selectively to research events in the past.
  - \* Investigate a historical theme to discover how past events or the actions of individuals or groups have shaped a society.

## GLOBAL UNDERSTANDING

- Languages**
- \* Listen & engage: Ask & answer questions
  - \* Speak in sentences using broadening vocabulary & develop pronunciation
  - \* Show understanding of words & phrases
  - \* Appreciate stories, songs, poems & rhymes

- Geography**
- \* Describe the major characteristic features & formation of Britain's landscape.
    - \* Explore the local environment, presenting information on different places.
  - \* Compare the local area with a contrasting area outside Britain to investigate the main features of weather and climate, discussing the impact on living things.
  - \* Explain how the physical environment influences the ways in which people use land by contrasting areas.
    - \* Extend a mental map and sense of place.
    - \* Use fieldwork to observe, measure & record.
    - \* Describe & understand key aspects of physical and human geography.
  - \* Interpret information from different types of maps and begin to locate key features.

- 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.

- Science - Physics**
- \* Sources of light: shadows & reflections
  - \* Simple forces, including magnetism

- Computing**
- \* Access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts.
  - \* Use search facilities of electronic sources to access and retrieve information.
  - \* Design & write programs to achieve specific goals, including solving problems.
    - \* Use logical reasoning.
    - \* Understand computer networks.
    - \* Use internet safely and appropriately.
    - \* Collect and present data appropriately.

- Science - Chemistry**
- \* Classification of rock types
  - \* Simple understanding of fossilisation

- Working Scientifically**
- \* Ask relevant questions.
  - \* Set up simple, practical enquiries/tests.
  - \* Make accurate measurements using standard units.
  - \* Gather, record, classify and present data
    - \* Record & report on findings.
  - \* Use results to draw simple conclusions.
  - \* Identify differences, similarities or changes.
  - \* Answer questions to support findings.

- Science - Biology**
- \* Plants, incl. parts, lifecycle and requirements for life
  - \* Animals: skeletons & nutrition

## KEY SKILLS

**Reading:**

- \* Use knowledge to read 'exception' words
- \* Use dictionaries to check meaning
- \* Check own understanding of reading
- \* Draw inferences & make predictions
- \* Retrieve & record information from non-fiction books
- \* Discuss reading with others

**Writing:**

- \* Use prefixes & suffixes in spelling
- \* Use dictionary to confirm spellings
- \* Write simple dictated sentences
- \* Use handwriting joins appropriately
- \* Plan to write based on familiar forms
- \* Rehearse sentences orally for writing
- \* Use varied rich vocabulary
- \* Create simple settings & plot
- \* Know language of clauses

- \* Assess effectiveness of own and others' writing
- \* Use range of conjunctions
- \* Use perfect tense
- \* Use range of nouns & pronouns
- \* Use time connectives
- \* Introduce speech punctuation

**Maths - Number/Calculation:**

- \* Learn 3, 4 & 8x tables
- \* Secure place value to 100
- \* Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits
- \* Written column addition & subtraction
- \* Solve number problems, including multiplication & simple division and missing number problems
- \* Use commutativity to help calculations

**Maths - Geometry & Measures:**

- \* Measure & calculate with metric
- \* Measure simple perimeter
- \* Add/subtract using money in context
- \* Use Roman numerals up to XII: tell time
- \* Calculate using simple time problems
- \* Draw 2-d / Make 3-d shapes
- \* Identify and use right angles
- \* Identify horizontal, vertical, perpendicular and parallel lines

**Maths - Data**

- \* Interpret bar charts & pictograms
  - \* Present data in a variety of ways
- Maths - Fractions**
- \* Use & count in tenths
  - \* Recognise, and write fractions
  - \* Recognise some equivalent fractions
  - \* Add/subtract fractions up to <1 with the same denominator
  - \* Order fractions with common denominator