Curriculum Overview for Year 3 – Summer Term – Savage Stone Age

English

- READING
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.
- develop positive attitudes to reading and understanding of what they read
- understand what they read, in books they can read independently
- 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

TALK FOR WRITING

plan, draft, evaluate, edit, proof read and refine writing
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
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

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].

- SPAG

learning the grammar for year 3 in English Appendix 2

Art & Design

♣ 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Computing

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Mathematics

count from 0 in multiples of 4, 8, 50 and 100;
find 10 or 100 more or less than a given number
recognise the place value of each digit in a three-digit number (hundreds, tens, ones);
compare and order numbers up to 1000;
identify, represent and estimate numbers using different representations;
read and write numbers up to 1000 in numerals and in words;
solve number problems and practical problems involving these ideas.

add and subtract numbers mentally;
estimate the answer to a calculation and use inverse operations to check answers
solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables;
write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

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: unit fractions and non unit fractions with small denominators;
recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
measure the perimeter of simple 2-D shapes;
add and subtract amounts of money to give change, using both £ and p in practical contexts;
tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour ;
compare durations of events [for example to calculate the time taken by particular events or tasks].

draw 2-D shapes and make 3-D shapes using modelling materials;
recognise 3-D shapes in different orientations and describe them
recognise angles as a property of shape or a description of a turn.

interpret and present data using bar charts, pictograms and tables

Design & Technology

♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
♣ understand how key events and individuals in design and technology have helped shape the world

Geography

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

use basic geographical vocabulary to refer to:

- ☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,
- ocean, river, soil, valley, vegetation, season and weather

Modern Languages

♣ listen attentively to spoken language and show understanding by joining in and responding
♣ explore the patterns and sounds of language through songs and rhymes and link 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
♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
read carefully and show understanding of words, phrases and simple writing.

Music

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
♣ listen with attention to detail and recall sounds with increasing aural memory
♣ use and understand staff and other musical notations
♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
♣ develop an understanding of the history of music

Science

- compare and group together different kinds of rocks on the basis of their appearance
- and simple physical properties
- ☐ describe in simple terms how fossils are formed when things that have lived are
- trapped within rock
- ☐ recognise that soils are made from rocks and organic matter. identify and describe the functions of different parts of flowering plants: roots,
- stem/trunk, leaves and flowers
- ☐ explore the requirements of plants for life and growth (air, light, water, nutrients from
- soil, and room to grow) and how they vary from plant to plant
- ☐ investigate the way in which water is transported within plants
  ☐ explore the part that flowers play in the life cycle of flowering plants

History

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Physical Education

- use running, jumping, throwing and catching in isolation and in combination
- principles suitable for attacking and defending
- ☐ develop flexibility, strength, technique, control and balance [for example, through
- athletics
- take part in outdoor and adventurous activity challenges both individually and within a team

Religious Education

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.