# Curriculum Overview for Year 3 – Autumn Term – All the World's a Stage

#### • READING

- apply their growing knowledge of root words, prefixes and suffixes (etymology and plan, draft, evaluate, edit, proof read and refine writing 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 nonfiction
- participate in discussion about both books that are read to them and those they can read ascenders and descenders of letters do not touch]. for themselves, taking turns and listening to what others say

count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less then a given n mber recognise the place value of ea 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.

### • WRITING

TALK FOR 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

English

• SPAG

Appendix 2

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

### **Mathematics**

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.

digit numbers or quantities by 10 recognise; find and write fractions of a discrete set of objects: unit fractions and non unit fractions

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

#### Science

- Recognise that they reed light n order to see things and that dark is the absence of light.
- Notice that light is reflected fro surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows changes.
- Identify that animals, including humans, need the right type and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans, and some other animals, have skeletons and muscles for support, protection and movement.

History • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

measure, compare, add and subtract: lengths

measure the perimeter of simple 2-D shapes;

tell and write the time from an analogue clock,

compare durations of events [for example to

draw 2-D shapes and make 3-D shapes using

recognise angles as a property of shape or a

recognise 3-D shapes in different orientations and

nt data using bar ch

calculate the time taken by particular events or

using both £ and p in practical contexts;

12-hour and 24-hour;

modelling materials;

description of a turn.

ret and pres

ams and

describe them:

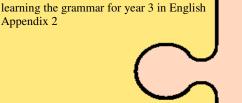
tasks].

inte

(m/cm/mm); mass (kg/g); volume/capacity (l/ml)

add and subtract amounts of money to give change,

including using Roman numerals from I to XII, and



# 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]



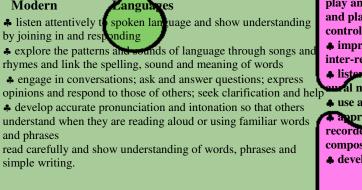
### **Design & Technology**

\* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed particular individuals or groups

senerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagram prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipm practical tasks [for example, cutting, shaping, joining hd finishing accurately

- elect from and use a wider range of materials and co g construction materials, textiles and ingredients, includ their f ctional properties and aesthetic qualities
- evaluate their ideas and products again their work consider the views of others to improve their work individuals in de e their ideas and products against their own design criteria and
- & understand how key events and individuals in design and technology have helped shape the world

## Modern



Education

#### Physical throwing and catch

appropriate [for example, rugb play competitive games, modified and apply basic principles suitable king and defending swim competently, confidently and proficiently over a distance of at least metres use a range of strokes effectivel ple, front crawl, backstroke an breaststroke]

perform safe self-rescue in different water-based situations.

Template created by Michael Tidd 2013

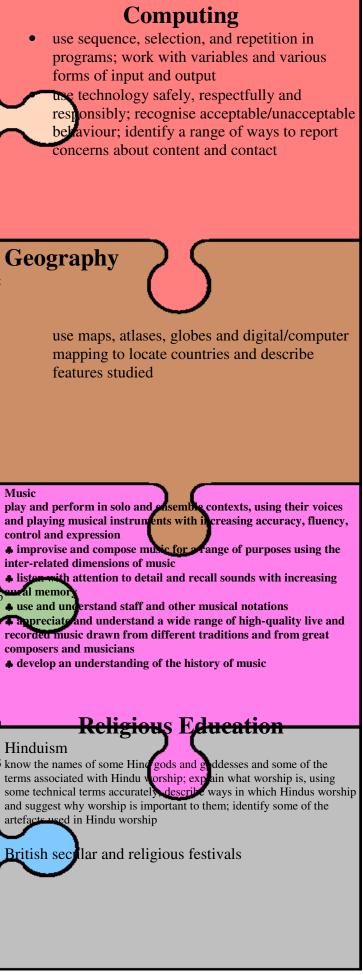
count up and down in tenths;

recognise that tenths arise from dividing an

object into 10 equal parts and in dividing one-

with small denominators;





www.primarycurriculum.me.uk