

Curriculum Overview For Year 3 Spring 2023 - 2024

English

Quest for The City of Gold- James Patterson

Vocabulary, grammar and punctuation:

I can correctly use verbs in the first, second and third person.

I can use verbs in the past or present tense correctly.

I know when to use 'a' or 'an' depending on whether the next word begins with a consonant or vowel.

I can use the grammar rules set out in my grammar list.

I can add prefixes to form new words, such as adding super-anti- or auto- to words.

I know that inverted commas are used to open and close what someone is saying in a text.

know some words belong to word families (e.g. solve, solution, solver, dissolve, insoluble).

Speaking and Listening

I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience

I show that I know when standard English is required and use it (beginning)

I can retell a story narrative language and add relevant detail

Can perform poems from memory adapting expression and tone as appropriate.

Composition:

I can write non-narrative using simple organisational devices.

I can discuss and plan my writing by looking at similar texts written before, learning its structure, vocabulary and grammar.

I group ideas I write about into paragraphs.

I use headings and sub-headings to structure and present my work (non-fiction).

I can use a range of sentences with more than one clause by using a range of conjunctions.

I can proof read and edit my own work and add some improvements to the texts.

I can propose changes to grammar and vocabulary to improve consistency.

Science

LC—How far can you throw your shadow?

Can they recognise that they need light in order to see things?

Can they recognise that dark is the absence of light?

Can they notice that light is reflected from surfaces?

Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?

Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?

Can they find patterns in the way that the size of shadows change?

PSHE

Dreams & Goals

I can tell you about some of my hopes and dreams

I know how it feels to have hopes and dreams

I understand that sometimes hopes and dreams do not come true and that this can hurt

I know how disappointment feels and can identify when I have felt that way

I know that reflecting on positive and happy experiences can help me to counteract

Maths

Multiplication:

I can recall and use multiplication and division facts for the 3, 4 and 8x tables.

I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.

I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Time:

I can tell and write the time from an analogue clock (12 hour clock).

I can tell and write the time from an analogue clock (24 hour clock).

I can tell and write the time from an analogue clock (Roman numerals).

I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.

I can record and compare time in terms of seconds, minutes and hours.

I can estimate and read time with increasing accuracy to the nearest minute.

I know the number of seconds in a minute.

I know the number of days in each month, year and leap year.

I can compare the duration of events.

Fractions:

I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.

I can count up and down in tenths.

I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

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History

LC: How much did the Ancient Egyptians achieve?

I can describe and categorise events and periods using the words: BC, AD, decade, ancient, century, and specific dates

I can speculate and reason about why certain events happened as they did in history.

I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.

I can synthesise information from various sources of evidence to answer questions.

I can synthesise information from various sources to piece together information about a period in history.

I can identify and select important information about a specific event from the past, using my own research.

I can demonstrate my understanding about a historical period by using 'information finding' skills.

Geography

LC: Why do people choose to go to the Mediterranean for their holidays?

I can use correct geographical words to describe a place and the events that happen there

I can begin to use 4 figure grid references to describe or identify a location.

I can identify the Mediterranean and explain why it is a popular holiday destination.

I can confidently classify physical features in a locality, using observations.

I can confidently classify human features in a locality, using observations.

I can explain why a locality has certain human features.

I can explain why a place is like it is.

I can compare and contrast the lives of people living in the Mediterranean and my own.

PE

Cognitive:

I can understand the simple tactics of attacking and defending.

I can explain what I am doing well and I have begun to identify areas for improvement.

Computing: Computer Science

I can use logical reasoning to explain what will happen next

I can solve problems by decomposing them into smaller parts.

I can use and edit a pre-written program to achieve a specific outcome?

I can detect and debug errors in algorithms and programs.

I can sequence a simple program on Logo to produce a line drawing.

I can write a program to reproduce to complete an algorithm

I know that a sequence is a list of instructions in a particular order

I know that if I change the sequence I may change the outcome of the program

I can predict how a change in a sequence may impact on the outcome of a program

Music

- Use voice and instruments—re-order with increasing accuracy, control and expression—begun to use and understand the basics of staff notation.

- Memorising melodic phrases and improvise/ compose using notes learnt

- Appreciate wide range of live and recorded music—'Peter and the Wolf' - developing understanding of the instruments of the orchestra.

PE

Creative:

I can make up my own rules and versions of activities.

I can respond differently to a variety of tasks or music.

I can recognise similarities and differences in movements and expression

RE—How do festivals and worship show what matters to a Muslim?

To know the three main places of worship. (Christianity, Islam and Hinduism)

To know there are different places of worship apart from the three main religions we study.

I can gather and select from pieces of information about acts of worship.

I can make a list of ideas about why people pray and some questions about my own prayer.

Art and Design Technology

I can **explain** original thoughts and ideas about the art of others.

I can **demonstrate understanding** of how to represent myself and my family through my art.

I can **describe** art using an increasingly sophisticated use of language. I can **design and make** a template from an existing cushion, applying individual design criteria. I can **sequence** and follow a design criteria to create a cushion.

I can **select** and cut fabrics. I can **select** and use cross stitch to join fabric. I can **select** and use applique to decorate fabrics. I can **make** and complete design ideas with stuffing and sewing the edges.

I can **evaluate** an end product, thinking of ways to create similar items.

I can **select** and thread a needle on my own. I can **select** and tie knots on my own.

I can **select** and sew cross stitch and use applique.

I can **recognise** the need to count the thread on a piece of weave fabric.