



Curriculum Overview



Year 3

English

Narrative: Fractured Stories



This unit explores a range of fractured stories. The children will;

- Retell some stories using drama and role play.
- Understand that fractured stories change one or more story elements.
- Explore the grammar and spelling requirements in context.
- Compare and contrast fractured stories with classic versions.
- Create own 'fractured' stories to entertain others.
- Begin to understand what makes a strong voice in narrative.
- Use a variety of conversational punctuation correctly when writing a conversation between characters.

An Introduction To Journalistic Writing - Teddy Bear Magazine



This unit is constructed around a central theme of 'Bears', real and fictional. Children are invited to produce a new magazine for a toy shop. This involves them in reading and writing for 'real' purposes and enables them to further develop their knowledge and understanding of different text types within an engaging context. Texts include: information texts, descriptive writing, poems, fiction stories about bears and instructions.

Maths



Number: Place Value

- 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 3-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.

Number: Addition, Subtraction, Multiplication & Division

- add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

Maths (continued)

- 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 multiplication table
- 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

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measurement

- measure, compare, add and subtract capacity (l/ml)
- 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
- estimate and read time with increasing accuracy to the nearest minute
- use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- record and compare time in terms of seconds, minutes and hours

Fractions

- 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 with small denominators
- recognise and use fractions as numbers: unit fractions with small denominators
- compare and order unit fractions, and fractions with the same denominators

Religious Education



Belonging

Pupils will learn that Baptism is the Sacrament of Belonging to God's Family, the Church. They will be able to identify some signs and symbols of Baptism and express their meaning. They will be able to sequence the Rite of Baptism and be able to discuss elements of the Celebration of Mass about gathering as the Family of God.

We listen to God's Word at Mass

In this unit children will know and understand the importance of listening. They will know the structure of the Liturgy of the Word at Mass and will be able to discuss and write about why it is important that Christians listen to the Word of God.

Advent

In this unit, children will know the stories of the Annunciation and Visitation. They will understand that both Mary and Elizabeth recognised and welcomed the presence of Christ. They will be able to think about how Christians use the Season of Advent as a time of preparation to welcome and recognise the presence of Christ.

Christmas

Children will learn the story of the shepherds and how they reacted to the news of Christ's birth. They will be able to empathise with the feelings and reactions of the shepherds at this event. They will know that the Crib is an important symbol of prayer and devotion.

Art and Design

Painting and Mixed Media

- Explore prehistoric art and the paint used
- Enlarge drawings in a different media



Computing

Computer Systems and Networks: Networks

Pupils will learn what a network is, demonstrate how a website works and identify the role of packet data.



Computer Systems and Networks: Journey Inside A Computer

Pupils will recognise basic inputs and outputs and learn to describe the purpose of various parts of a laptop and tablet.

Music

Ballads

Pupils will learn what ballads are, how to identify their features and how to convey different emotions when performing them.



Design and Technology

Mechanical system: pneumatic toys

Children will design and select appropriate equipment and materials to build a working pneumatic system, then assemble their pneumatic system within the housing to create the desired motion.



Textiles: Cross stitch and applique

Children will use a cross-stitch to join two pieces of fabric together. They will then design and cut the template for a cushion; Use cross-stitch and appliqué to decorate a cushion face; Make a cushion that includes appliqué and cross-stitch.



Spanish



Children will learn different greetings, days of the week, short sentences to describe themselves and others, short sentences to describe what they and others have, and traditions at Christmas time in Spain.

History

British history : Would you prefer to live in the Stone Age, Iron Age or Bronze Age?



Children will;

- Explain how bronze was better than stone and how it transformed farming
- Describe how trade increased during the Iron Age and why coins were needed
- Identify changes and continuities between the Neolithic and Iron Age periods
- Explain which period they would prefer to have lived in, providing evidence for their choice.

Geography

Why do people live near volcanoes?



Children will;

- Name all four layers of the Earth in the correct order, stating one fact about each layer
- Describe a tectonic plate and know that volcanoes occur along plate boundaries
- Correctly label the features of shield and composite volcanoes and explain how they form
- Explain a mix of negative and positive consequences of living near a volcano
- State that an earthquake is caused when two plate boundaries move and shake the ground
- List some negative effects that an earthquake can have on a community.

Physical Education

- Self defence
- Football skills
- Gymnastics
- Fitness



Pupils will recognise their worth and identify positive things about themselves. They will face new challenges positively and ask for help when needed. They will understand why rules are needed and their rights and responsibilities. They will understand their actions affect themselves and others and make responsible choices.

Science



Forces and Magnets

Pupils will:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Animals and Skeletons

Pupils will:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some animals have skeletons and muscles for support, protection and movement.