



SUBJECT	YEAR 3 CURRICULUM SKILLS COVERAGE
ENGLISH	<p>Reading</p> <p>Pupils should be taught to and begin to:</p> <ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: ▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ reading books that are structured in different ways and reading for a range of purposes ▪ using dictionaries to check the meaning of words that they have read ▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ▪ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ discussing words and phrases that capture the reader’s interest and imagination ▪ recognising some different forms of poetry [for example, free verse, narrative poetry] ▪ understand what they read, in books they can read independently, by: ▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ▪ asking questions to improve their understanding of a text ▪ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning ▪ 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. <p>Writing:</p> <p>Pupils should be taught to and begin to:</p> <ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense ▪ 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 ▪ indicate grammatical and other features by: ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: ▪ composing and rehearsing sentences orally (including dialogue) ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
MATHS	<p>Autumn</p> <p>Number: place Value</p> <p>Number: Addition and Subtraction</p>

	<p>Number: Multiplication and Division Measurement Mathematics</p> <p>Spring Number: Multiplication and Division Measurement Number: Fractions Consolidation</p> <p>Summer Number: Fractions Geometry – Properties of shapes Measurement Statistics Consolidation</p>
<i>SCIENCE</i>	<p>Working scientifically, setting up simple practical enquiries, comparative and fair tests Animals, identify that animals, including humans, need the right types and amount of nutrition, Plants, explore the requirements of plants for life and growth Light, recognise that they need light in order to see things Forces and Magnets, compare how things move on different surfaces Rocks, compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>
<i>COMPUTING</i>	<ul style="list-style-type: none"> • can talk about what makes a secure password and why they are important. • can protect my personal information when I do different things online. • can use the safety features of websites as well as reporting concerns to an adult. • can recognise websites and games appropriate for my age. • can make good choices about how long I spend online. • ask an adult before downloading files and games from the Internet. • can post positive comments online. • can break an open-ended problem up into smaller parts. • can put programming commands into a sequence to achieve a specific outcome. • keep testing my program and can recognise when I need to debug it. • can use repeat commands. • can describe the algorithm I will need for a simple task. • can detect a problem in an algorithm which could result in unsuccessful programming. • can talk about the different ways data can be organised. • can search a ready-made database to answer questions. • can collect data help me answer a question. • can add to a database. • can make a branching database. • can use a data logger to monitor changes and can talk about the information collected. • can create different effects with different technology tools. • can combine a mixture of text, graphics and sound to share my ideas and learning. • can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. • can evaluate my work and improve its effectiveness. • can use an appropriate tool to share my work online. • can save and retrieve work on the Internet, the school network or my own device. • can talk about the parts of a computer. • can tell you ways to communicate with others online. • can describe the World Wide Web as the part of the Internet that contains websites. • can use search tools to find and use an appropriate website. • think about whether I can use images that I find online in my own work.
<i>HISTORY</i>	<ul style="list-style-type: none"> • Sequence two periods or events into correct chronological order such as Stone Age Britain and Roman Britain. • Recognise similarities, differences and some trends over time. • Identify some of the main people, aspects and events within an historical period. • Describe the impact some changes or developments had upon Britain and suggest possible reasons for this. • Identify some of the different ways in which the past is represented. • Use sources, including written sources, to ask and answer questions about the past.
<i>GEOGRAPHY</i>	<ul style="list-style-type: none"> • Use a range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications. Create maps of small areas with features in the correct place. Link features on maps to photos and aerial views. • Use the four points of a compass.

	<ul style="list-style-type: none"> Investigate different places and environments by asking and answering geographical questions when comparing places, features and patterns. Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to physical and human processes
<i>P.E.</i>	<p>Autumn Net/Wall Invasion</p> <p>Spring Swimming Dance</p> <p>Summer Athletics Striking/Fielding</p>
<i>MUSIC</i>	<p>Autumn Beat /composition/Exploring sounds/ Spring Beat/Pitch Summer Structure/pitch Use voice and instruments with accuracy, control and expression. Imrovisе/compose/listen to live and recorded music. Musical history</p>
<i>ART AND DESIGN</i>	<p>Use sketchbooks to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects & designers</p>
<i>DESIGN AND TECHNOLOGY</i>	<p>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 Understand seasonality; prepare & cook mainly savoury dishes.</p>
<i>R.E.</i>	<p>Sharing and being generous Caring for animals and the environment Participating and willing to lead Being fair and just Being accountable and living with integrity Remembering roots Being royal and steadfast Being open, honest and truthful Being silent and attentive Being courageous and confident Being hopeful and visionary</p>
<i>MODERN LANGUAGES</i>	<p>Moi (All About Me) Introduction to France and French speaking countries. Learning how to introduce ourselves and basic classroom vocabulary. Tu-as quel age? Children will learn to talk about their age and where they live. They will also look at monuments in the capital cities of the UK enabling them to describe them.</p>