

Year 3 National Curriculum Coverage

Subject	Content	Term
English	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>· Use knowledge to read 'exception' words</li><li>· Read range of fiction &amp; non-fiction</li><li>· Use dictionaries to check meaning</li><li>· Prepare poems &amp; plays to perform</li><li>· Check own understanding of reading</li><li>· Draw inferences &amp; make predictions</li><li>· Retrieve &amp; record information from non-fiction books</li><li>· Discuss reading with others</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>· Use prefixes &amp; suffixes in spelling</li><li>· Use dictionary to confirm spellings</li><li>· Write simple dictated sentences</li><li>· Use handwriting joins appropriately</li><li>· Plan to write based on familiar forms</li><li>· Rehearse sentences orally for writing</li><li>· Use varied rich vocabulary</li><li>· Create simple settings &amp; plot</li><li>· Assess effectiveness of own and others' writing</li></ul> <p><b>Genres</b></p> <p>Recount - diary Instructions Narrative - myth Non chron report</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>· Use range of conjunctions</li><li>· Use perfect tense</li><li>· Use range of nouns &amp; pronouns</li><li>· Use time connectives</li></ul>	

	<ul style="list-style-type: none"> <li>· Introduce speech punctuation</li> <li>· Know language of clauses</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>· Give structured descriptions</li> <li>· Participate actively in conversation</li> <li>· Consider &amp; evaluate different viewpoints</li> </ul>	
Maths	<p><b>Number/calculation</b></p> <ul style="list-style-type: none"> <li>· Learn 3, 4 &amp; 8x tables</li> <li>· Secure place value to 100</li> <li>· Mentally add &amp; subtract units, tens or hundreds to numbers of up to 3 digits</li> <li>· Written column addition &amp; subtraction</li> <li>· Solve number problems, including multiplication &amp; simple division and missing number problems</li> <li>· Use commutativity to help calculations</li> </ul> <p><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>· Measure &amp; calculate with metric measures</li> <li>· Measure simple perimeter</li> <li>· Add/subtract using money in context</li> <li>· Use Roman numerals up to XII; tell time</li> <li>· Calculate using simple time problems</li> <li>· Draw 2-d / Make 3-d shapes</li> <li>· Identify and use right angles</li> <li>· Identify horizontal, vertical, perpendicular and parallel lines</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>· Use &amp; count in tenths</li> <li>· Recognise, find &amp; write fractions</li> <li>· Recognise some equivalent fractions</li> <li>· Add/subtract fractions up to &lt;1</li> <li>· Order fractions with common denominator</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>· Interpret bar charts &amp; pictograms</li> </ul>	
Science	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● asking relevant questions and using different types of scientific enquiries to answer them</li> <li>● setting up simple practical enquiries, comparative and fair tests</li> </ul>	

- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

### **Plants**

Pupils should be taught to:

- 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, including pollination, seed formation and seed dispersal
  - *describe the life process of reproduction in some plants (from yr 5)*

### **Animals, including humans**

Pupils should be taught to:

- 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 other animals have skeletons and muscles for support, protection and movement

### **Rocks**

Pupils should be taught to:

- 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

### **Light**

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from 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 the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

### **Forces and magnets**

Pupils should be taught to:

	<ul style="list-style-type: none"> <li>● compare how things move on different surfaces</li> <li>● notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>● observe how magnets attract or repel each other and attract some materials and not others</li> <li>● 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</li> <li>● describe magnets as having two poles</li> <li>● predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	
Computing	<ul style="list-style-type: none"> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>● Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	
History	<ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Bronze Age</li> <li>● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	
Geography	<ul style="list-style-type: none"> <li>● human geography, including: types of settlement</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p>	

	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Castleton? Salisbury?), a region in a European country (Athens? Rhodes?), and a region within North or South America (Amazon)</p> <p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Africa)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.???</li> </ul>	
RE	<p><b>Christianity and Buddhism</b></p> <ul style="list-style-type: none"> <li>● What is important to me? Beliefs and Questions</li> <li>● Why do religious books and teachings matter? Theme: Teaching and Authority</li> </ul>	
Langua ges	<ul style="list-style-type: none"> <li>● Listen &amp; engage</li> <li>● Ask &amp; answer questions</li> <li>● Speak in sentences using familiar vocabulary</li> <li>● Develop appropriate pronunciation</li> <li>● Show understanding of words &amp; phrases</li> <li>● Appreciate stories, songs, poems &amp; rhymes</li> <li>● Broaden vocabulary</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>. Feelings (ca va, ca va bien, ca va mal)</li> <li>. Colours (Understand Question “C’est + colour?” or “C’est + colour ou colour?”, respond Oui/non, c’est + colour).</li> <li>. More classroom instructions: courez, marchez, sautez,...</li> <li>. Some letters (voyelles)</li> <li>. More numbers (up to 12).</li> </ul>	Term 1

	<p>. Christmas traditions (including Voici &amp; et).</p> <p>. Songs: Au Clair de la lune / Mon beau sapin</p> <p>. Finger Rhymes: Voici ma main 2 / Monsieur Pouce.</p>	
Art and design	<ul style="list-style-type: none"> <li>● Use sketchbooks to collect, record and evaluate ideas</li> <li>● Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>● Learn about great artists, architects &amp; designers</li> </ul>	
Design and Technology	<ul style="list-style-type: none"> <li>● Use research &amp; criteria to develop products which are fit for purpose</li> <li>● Use annotated sketches and prototypes to explain ideas</li> <li>● Evaluate existing products and improve own work</li> <li>● Use mechanical systems in own work</li> <li>● Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	
Music	<ul style="list-style-type: none"> <li>● Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>● Improvise &amp; compose music</li> <li>● Listen with attention to detail</li> <li>● Appreciate wide range of live &amp; recorded music</li> <li>● Begin to develop understanding of history</li> </ul>	
PE	<ul style="list-style-type: none"> <li>● Use running, jumping, catching and throwing in isolation and in combination</li> <li>● Play competitive games, modified as appropriate</li> <li>● Develop flexibility &amp; control in gym, dance &amp; athletics</li> <li>● Compare performances to achieve personal bests</li> <li>● <i>Swimming proficiency at 25m (KS1 or KS2)</i></li> </ul>	
PHSE		
SRE		