

English

Grammar

- To recognise singular and plural nouns.
- To know the difference between past and present tenses.
- To use capital letters, question and exclamation marks consistently.
- To revise how to punctuate direct speech
- To use synonyms for said.
- To introduce prepositions.

Reading

- To develop positive attitudes to reading and an understanding of what is read, by listening to and discussing a wide range of fiction and using dictionaries to check the meaning of words that have been read.
- To identify how language, structure & presentation contribute to meaning.
- To understand what they have read and identify ideas drawn from more than one paragraph and summarise these.
- To understand what is read, by checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context and asking questions to improve their understanding of a text. To discuss words and phrases that capture the reader's interest and imagination.

- To Understand what they read by drawing inferences such as characters' feelings

Writing

- To draft and write narratives, creating settings and developing characters through description, dialogue and actions.
- To compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- To draft and write non-narrative material, using simple organisational devices.
- To read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- To draft and write narrative from an alternative perspective.
- To draft and write by organising paragraphs around a theme and use simple organisational devices for a letter.

Spelling

- To learn how to spell words with a soft g,
- To know how to spell words with suffixes tion, sion, er and est.
- To revise how the rules of making nouns plural.

Physical Development

Outdoor PE - Hockey

- To be competent in controlling the ball whilst moving and changing direction. To pass and control the ball to each other. To be able to attack.
- To apply these skills to a game.

Indoor PE - Volley ball

- To understand the rules of volleyball. To be able to perform a set shot and hit the ball over the net.

Curriculum Enrichment

All Saints Day, Holy Souls and Remembrance Day. To celebrate the festival of Hanukkah. Christmas Carol Concert. Christmas Play at the Waterside. Toy Mass.

Expressive Arts and Design

Music

- To learn and perform Christmas carols for the KS2 Christmas Performance.
- To learn to play the Glockenspiel.
- To learn basic notes, note names, notation and language of music.
- To be able to compose their own piece using what they have learnt.

Art

- To sketch and make observations of the patterns water makes.
- To learn about the artists Katsushi Kahokusai (The Great Wave off Kanagawa) and Monet (Water Lilies) and how they have used 'water' in their drawings.
- To observe and imitate these great works through their own interpretations.
- To learn new techniques and use a range of materials to create their own final piece reflecting the shapes and patterns formed in water.

Y3 Creative Curriculum Planner



Religion

The Way, the Truth and the Life - Mary Mother of God

- Have the opportunity to know that God called Mary to be the mother of Jesus
- To have the opportunity to know how Mary responded to God's call.
- To know and understand the Hail Mary.
- To know the story of Elizabeth and understand how we can help others.
- To reflect on Mary's role as our mother.
- To understand that Advent is the time of preparation for the coming of Jesus.
- To understand that Christmas is the celebration of the birth of Jesus.

Other Faiths

- To know about the festival of Hanukkah.

Understanding of the World

Science

- To compare how things move on different surfaces.
- To notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- To observe how magnets attract or repel each other and attract some materials and not others.
- To 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.
- To describe magnets as having two poles.
- To predict whether two magnets will attract or repel each other, depending on which poles are facing.

History

- To understand the vital role of the River Nile for Ancient Egyptians.

Geography

- To understand key aspects of physical geography of rivers and the water cycle.
- To use skills and different sources to respond to a number of different geographical questions about rivers.
- To use appropriate vocabulary to describe the physical features of rivers in different localities.

Computing

- To be able to code and give instructions to make an object run and change direction after a time limit is imposed.
- To be able to debug code.

Mathematics

- To apply addition and subtraction concepts to solve two-step problems using models by drawing diagrams.
- To recall and use multiplication concepts in groups of 6,7,8 and 9 by 'skip and count' strategy.
- To be able to use the 'connecting fact' strategy starting from $5 \times n$ to find more difficult facts where n can be $6x$, $7x$, $8x$ or $9x$.
- To recall division facts from multiplication facts.
- To apply multiplication and division facts to find numbers.
- To be able to use concrete representations in a place value chart to show multiplication of a 2-digit or 3-digit number by 2,3,4 or 5.
- To be able to multiply a 2-digit or 3-digit number by 2,3,4 or 5 in horizontal or vertical format.
- To be able to carry out the multiplication procedure by multiplying numbers from right to left, with and without regrouping.
- To know the product is the result of multiplying numbers from right to left.
- To be able to divide a 1-digit or 2-digit number by a 1-digit number with and without a remainder.
- To be able to associate 'quotient' and 'remainder' with division and apply the multiplication facts to find the quotient in division with a remainder.
- To use a place value chart to show a 2-digit number divided by a 1-digit number
- To be able to carry out procedures in division starting from tens with regrouping, followed by ones.