AUTUMN TERM CURRICULUM YEAR 3 2018

## ENGLISH

### READING

- Read a range of fiction and non-fiction texts.
- Use dictionary to check meanings.
- Check own understanding of reading.
- Drawing for inferences and make predictions.
- Retrieve and record information from non-fiction books.
- Discuss reading with others.

### WRITING

- Use prefixes and suffixes in spelling.
- Use dictionary to confirm spelling.
- Write simple dictated sentences.
- Use handwriting joins.
- Plan to write based on familiar forms.
- Rehearse sentences orally for writing.
- Use varied rich vocabulary
- Assess effectiveness of own and others writing.
- Develop their understanding of the concepts of grammar

### COMMUNICATION

- Expressive speech
- Listening skills
- Read texts aloud showing understanding through intonation, tone, volume and action

## ART & DESIGN

- To create sketches, record ideas and revisit and review them
- Improve their mastery of artistic techniques, including drawing and painting
- Learn about great artists in history

## COMPUTING

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Design, write and debug programs that accomplish specific goals,
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web

## MATHEMATICS

### MULTIPLICATION AND DIVISION

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Calculate statements for multiplication and division, using mental and formal written methods
- Solve multiplication and division problems

### 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 and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Recognise and show, using

### 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.

## DESIGN & TECHNOLOGY

- Design, make and evaluate projects
- Select appropriate materials and tools for a task
- Investigate and analyse existing products and solutions for tasks
- Apply understanding of how to improve projects by strengthening, stiffening and reinforcing

## GEOGRAPHY

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Use maps and atlases to locate countries of the world and the counties and cities of the UK and describe features studied

## MUSIC

- Listen with attention to detail and recall sounds
- Appreciate and understand high quality music
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

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<td>diagrams, equivalent fractions with small denominators<br>• Add and subtract fractions with the same denominator within one whole<br>• Compare and order unit fractions, and fractions with the same denominators<br>• Solve problems that involve all of the above.</td>
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<tr>
<td colspan="2">SCIENCE<br>• 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<br>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br>• Pupils work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.<br>• Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat</td>
<td>HISTORY<br>• Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality<br>• Understand methods of historical enquiry when investigating different periods<br>• Know and understand the history of these islands<br>• Understand the chronology of key events</td>
<td>MODERN LANGUAGES<br>• Conversational French linked to greetings, numbers and food<br>• Understand and respond to spoken and written language<br>• Speak with increasing confidence<br><br>PHYSICAL EDUCATION<br>• Swim competently, confidently and proficiently<br>• Use a range of strokes effectively<br>• Perform dances using simple movement patterns.</td>
<td>RELIGIOUS EDUCATION<br>• Understand beliefs and teaching in Christianity, Islam and Hinduism<br>• Compare different beliefs and how they impact some individuals<br>• Understand the historical context of different beliefs</td>
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