# Autumn Term Curriculum Overview for Year 3

## English

### Writing

Generate ideas
Use the structures, grammar and vocabulary of written texts to plan and write their own
Compose and orally rehearse sentences and lines of poetry
Use headings and sub-headings
Use ideas and content appropriate to the subject and text type
Signal sequence, place and time, via fronted adverbials
Create descriptive settings
Collect and use suitable vocabulary
Evaluate the work of others
Evaluate their work effectively and make improvements based on this
Proof–read

### Grammar & Punctuation

Use correct grammatical terminology when discussing their writing
Consonant and vowel
Use a or an appropriately
Recognise what a pronoun and personal pronoun is
Recognise and explain what a conjunction is
Use conjunctions
Recognise direct speech and inverted comma
Use direct speech and inverted commas

### Reading

Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books
Read for a range of purposes
Retell stories, adding key details
Develop an active attitude towards reading
Answer questions
Predict what may happen and explain using detail from the text
Identify the key points in a text
Use textual details to draw conclusions about characters, settings and events
Select and explain favourite vocabulary
Identify the author's purpose e.g. to inform, describe, entertain, share feelings
Develop understanding by linking reading to other books or similar contexts

## Maths

### Number and place value

Represent numbers to 100
Partition numbers to 1
Number line to 100
Hundreds
Represent numbers to 1
Partition numbers to 1,000
Flexible partitioning of numbers to 1,000
Hundreds, tens and ones
Find 1, 10 or 100 more or less
Number line to 1,000
Estimate on a number line to 1,000
Compare numbers to 1,000
Order numbers to 1,000
Count in 50s

### Addition & Subtraction

Apply number bonds within
Add and subtract 1s
Add and subtract 10s
Add and subtract 100s
Spot the pattern
Add 1s across a 10
Add 10s across a 100
Subtract 1s across a10
Subtract 10s across a 100
Make connections
Add two numbers (no exchange)
Subtract two numbers (no exchange)
Add two numbers (across a 10)
Add two numbers (across a 100)
Subtract two numbers (across a 10)
Subtract two numbers (across a 100)
Add 2-digit and 3-digit numbers
Subtract a 2-digit number from a 3-digit number
Complements to 100
Estimate answers
Inverse operations
Make decisions

### Multiplication & Division

Multiplication – equal groups
Use arrays
Multiples of 2
Multiples of 5 and 10
Sharing and grouping
Multiply by 3
Divide by 3
The 3 times-table
Multiply by 4
Divide by 4
The 4 times-table
Multiply by 8
Divide by 8
The 8 times-table
The 2, 4 and 8 times-tables

## Science

**Light**

Recognises that they need light in order to see things and that dark is the absence of light.
Understands that light is reflected from surfaces. Recognises that light from the sun can be dangerous and that there are ways to protect their eyes. Recognises that shadows are formed when the light from a light source is blocked by a solid object.
Can find patterns in the way that the size of shadows change.

**Forces and magnets**

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

## Geography

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
Compare urban and rural areas.
Identify key topographical features, focusing on rivers and their features.
Research and understand how rivers change over time.
Describe how a significant geographical activity has changed a landscape in the short or long term (Rivers).
Describe and explain the transportation of materials by rivers. Describe types of settlement in the UK.
Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location.

## Art

Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
Work in the style of a significant artist, architect or designer.
Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
Create a 3-D form using malleable or rigid materials, or a combination of materials.

## Physical Education

I can return a ball to a partner.
I can use basic racket skills.
I understand the aim of the game.
I am learning the rules of the game and I am beginning to use them to play fairly.
I understand why it is important to warm up.
I can identify when I was successful.
I am beginning to work collaboratively with others to self-manage games.
I play the game honestly showing respect for my opposition.
I can dribble, pass, receive and shoot the ball with some control.
I can move with a ball towards goal with increasing control.
I understand my role as an attacker and as a defender.
I can communicate with my team and move into space to help them.
I can defend an opponent.
I am able to bowl a ball towards a target.
I can persevere when learning a new skill.

## Design & Technology

Develop design criteria to inform a design.
Use tools safely for cutting and joining materials and components.
Plan which materials will be needed for a task and explain why.
Explain how an existing product benefits the user.
Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.
Explain the similarities and difference between the works of two designers

## RE

**What is Philosophy? How do people make moral descions? (Christainity/Humanist)**

Talk about the difference between knowing and believing.
Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.
Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad"

**What is Trinity? (Christainity/Humanist)**

Show awareness of the Biblical origins of Christian teachings of the Trinity.
Identify different types/genres of writing within the Bible
Give examples of how Christians might express their beliefs about the Trinity
Identify how Christian baptism uses and expresses the doctrine of Trinity.
Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world.

## Music

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Develop an understanding of the history of music.
Improvise and compose music for a range of purposes using the interrelated dimensions of music.
Use and understand staff and other music notations.
Listen with attention to detail and recall sounds with increasing aural memory.
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Understand improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.

## French

Je me presente

- Greetings
- Name
- Instructions
- Feelings
- Numbers to 20
- Age
- Playground Games
- Consolidating introductions
- Simple questions
- Christmas

## History

**Ancient Greeks**

Sequence dates and information from the time period studied on a timeline.
Use and understand historical calendar eras: "BC"/"BCE", "AD"/"CE"
Understand what things were like before and after an historical event or person.
Describe changes that occurred in the historical period being studied.
Give reasons for and the results of people's actions and/or events.

## Computing

**Programming A - Sequencing sounds**

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

**Connecting computers**

Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices.