**Curriculum Overview for Year 3 Spring Term**

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| colouredNCbackground.png  **Reading**   * Use knowledge to read * ‘exception’ words. * Read a range of fiction and * Non-fiction. * Use dictionaries to check meaning. * Prepare poems to perform. * Check own understanding of * Reading. * Draw inferences and make * Predictions. | **English**  **Writing**   * Use dictionary to confirm spellings * Write simple dictated sentences * Use handwriting joins appropriately * Plan to write based on familiar forms * Rehearse sentences orally for writing * Use varied and rich vocabulary * Create simple settings & plot * Assess effectiveness of own and others’ writing | | **Grammar**   * Use a range of conjunctions * Use perfect tense * Use a range of nouns & pronouns * Use time connectives * Introduce speech punctuation * Know language of clauses   **Speaking & listening**   * Give structured descriptions * Participate in conversation * Consider and evaluate different * viewpoints | **Art & Design**   * Use sketch books to collect, record and evaluate ideas. * Improve their mastery of techniques such as drawing, painting and sculpture with varied materials | **Computing**   * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * 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 |
| **Design & Technology**   * Use research and criteria to develop products which are fit for purpose * Select from a range of tools and equipment to perform practical tasks   (eg/ cutting, Joining, and shaping).  Evaluate existing products and improve their own work. | **Geography**   * describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * describe and understand key aspects of 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 |
| **Number/calculation**   * recall and use multiplication and division facts for the 3, 4 and 8 x tables * write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.   **Measures**  Add and subtract amounts of money to give change, using £ and p in practical contexts. | **Mathematics**   * solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.. * interpret and present data using bar charts, pictograms and tables | | 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. |
| **Modern Languages**   * Listen and engage * Ask and answer questions * Speak in sentences using familiar vocabulary * Develop appropriate pronunciation * Show understanding of words and phrases * Broaden vocabulary | **Music**   * Begin to use voice and simple instruments with increasing accuracy, control and expression. * Follow, copy and improvise. * Listen with growing attention to detail. * Begin to appreciate a wide range of live and recorded music. |
| **Science**   * 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. * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey | | **History** | |
| **Physical Education**   * Use running, jumping, catching and throwing in isolation and combination. * Play competitive games, modified as appropriate. * Compare performances to achieve personal bests. | **Religious Education**  Following Stockport New Curriculum 2016 |