**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
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| **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
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| **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.
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|  **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 |