

## CONTENT OF THE CURRICULUM YEAR 3

### English

#### Reading

Use knowledge to read 'exception' words  
 Read range of fiction & non-fiction  
 Use dictionaries to check meaning  
 Prepare poems & plays to perform  
 Check own understanding of reading  
 Draw inferences & make predictions  
 Retrieve & record information from non-fiction books  
 Discuss reading with others

#### Writing

Use prefixes & suffixes in spelling  
 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 rich vocabulary  
 Create simple settings & plot  
 Assess effectiveness of own and others' writing

#### Grammar

Use range of conjunctions  
 Use perfect tense  
 Use range of nouns & pronouns  
 Use time connectives  
 Introduce speech punctuation  
 Know language of clauses  
**Speaking & Listening**  
 Give structured descriptions  
 Participate activity in conversation  
 Consider & evaluate different viewpoints

### Maths

#### Number/Calculation

Learn 3, 4 & 8x tables  
 Secure place value to 100  
 Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits  
 Written column addition & subtraction  
 Solve number problems, including multiplication & simple division and missing number problems  
 Use commutativity to help calculations

#### Geometry & Measures

Measure & calculate with metric measures  
 Measure simple perimeter  
 Add/subtract using money in context  
 Use Roman numerals up to XII; tell time  
 Calculate using simple time problems  
 Draw 2-d / Make 3-d shapes  
 Identify and use right angles  
 Identify horizontal, vertical, perpendicular and parallel lines

#### Fractions & decimals

Use & count in tenths  
 Recognise, find & write fractions  
 Recognise some equivalent fractions  
 Add/subtract fractions up to <1  
 Order fractions with common denominator  
**Data**  
 Interpret bar charts & pictograms

### Science

Across all year groups scientific knowledge and skills should be learned by working scientifically

#### Biology

##### Plants

Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal

##### Evolution and inheritance

Look at resemblance in offspring  
 Look at changes in animals over time  
 Look at adaptation to environments  
 Look at differences in offspring  
 Look at adaptation and evolution  
 Look at changes to the human skeleton over time

##### Animals and humans

Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals  
 Look at the digestive system in humans  
 Look at teeth

#### Chemistry

##### Rocks and fossils

Compare and group rocks and describe the formation of fossils

##### States of matter

Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

##### Materials

Examine the properties of materials using various tests  
 Look at solubility and recovering dissolved substances  
 Separate mixtures  
 Examine changes to materials that create new materials that are usually not reversible

#### Biology

##### Light

Look at sources, seeing, reflections and shadows  
 Explain how light appears to travel in straight lines and how this affects seeing and shadow

##### Sound

Look at sources, vibration, volume and pitch

##### Electricity

Look at appliances, circuits, lamps, switches, insulators and conductors  
 Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials

##### Forces and magnets

Look at contact and distant forces, attraction and repulsion, comparing and grouping materials  
 Look at poles, attraction and repulsion

Look at the human circulatory system

### **All living things**

Identify and name plants and animals

Look at classification keys

Look at the life cycle of animals and plants

Look at classification of plants, animals and microorganisms

Look at reproduction in plants and animals, and human growth and changes

Look at the effect of diet, exercise and drugs

Look at the effect of gravity and drag forces

Look at transference of forces in gears, pulleys, levers and springs

### **Earth and space**

Look at the movement of the Earth and the Moon

Explain day and night

### **Computing**

Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs

Use logical reasoning to explain how a simple algorithm works, 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

Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### **Design and Technology**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

#### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

#### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

#### **Evaluate**

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world

#### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- apply their understanding of computing to programme, monitor and control their products.

#### **Cooking and nutrition**

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

## Geography

Locate the world's countries, with a focus on Europe and countries of particular interest to pupils

Locate the world's countries, with focus on North and South America and countries of particular interest to pupils

Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

Locate the geographic zones of the world.

Understand the significance of the geographic zones of the world

Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1)

Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country

Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America

Describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle

human geography, including: settlements, land use, economic activity including trade

links and the distribution of natural resources including energy, food, minerals and water supplies

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world

Use a wide range of geographical sources in order to investigate places and patterns

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

## PE

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Take part in outdoor and adventurous activity challenges both individually and within a team

Swimming and water safety: take swimming instruction in Key Stage 2

## History

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its Impact on Britain

Britain's settlement by Anglo Saxons and Scots

The Viking and Anglo Saxon struggle for the Kingdom of England

A local history study.

A study of a theme in British history.

Early Civilizations achievements and an in-depth study of one of the following:

Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty

Ancient Greece

A non- European society that contrasts with British history chosen from:

- Early Islamic Civilization
- Mayan Civilization
- Benin.

History of interest to pupils\*

\* Items marked \* are not statutory.

## Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression

Improvise and compose music using the inter-related dimensions of music separately and in combination

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand the basics of the stave and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of the history of music

## RE

Study the main stories of Christianity

Study at least one other religion. Choose from

Buddhism, Hinduism, Islam, Judaism or Sikhism

Study other religions of interest to pupils

## Art and Design

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork

Develop and share ideas in a sketchbook and in finished products

Improve mastery of techniques

Learn about the great artists, architects and designers in history