

Year Three Overview 2016/17

Reading

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1,
 continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 read books that are structured in different ways and reading for a range of purposes increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
 recommend books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing
 making comparisons within and across books learning a wider range of poetry by heart
 both to read aloud and to understand the meaning of new words they meet preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
 explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.

Writing

Spelling (see English Appendix 1)
 Pupils should be taught to:
 write legibly, fluently and with increasing speed

identify the audience for and purpose of the writing,
 note and developing initial ideas, drawing on reading and research where necessary
 use further prefixes and suffixes and
 select the appropriate form and using other similar writing as models for their own
 understand the guidance for adding them
 spell some words with 'silent' letters [for example, knight, psalm, solemn] choose which shape of a letter to use when given choices in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 decide whether or not to join specific letters continue to distinguish between homophones and other words which are often confused in narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action choose the writing implement that is best suited for a task.
 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 précis longer passages
 use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] use dictionaries to check the spelling and meaning of words assess the effectiveness of their own and others' writing
 propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 proof-read for spelling and punctuation errors
 perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar

Develop understanding of the concepts set out in English Appendix 2:
 extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

use the present perfect form of verbs in contrast to the past tense choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause

use fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features:

use commas after fronted adverbials
 indicate possession by using the possessive apostrophe with plural nouns

use and punctuate direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

<p>Number/Calculation Number: Number & Place Value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-digit number (hundreds, tens,</p>	<p>Geometry & Measures measure, compare, add and subtract: lengths (m/cm/mm); mass (Kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in</p>	<p>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</p>
<p>ones) compare and order numbers up to 1000 identify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas. Number: Addition & Subtraction Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Number: Multiplication & Division recall and use multiplication and division facts for the 3, 4 and 8 multiplication 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 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p>practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]. Geometry: Properties of Shapes draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them recognise angles as a property of shape or a description of a turn identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines. 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.</p>	<p>with small denominators recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.</p>
<p>Science skills across the year: Working Scientifically Lower Key stage 2</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes □ using straightforward scientific evidence to answer questions or to support their findings. 		

Subject	<u>Journey to the Centre of the Earth</u> What do rocks tell us about the way the	<u>Groovy Greeks</u> Why has Greece always been in the news?	<u>London's burning</u> Why should Gunpowder, Treason & Plot never be	<u>Shadow Theatre (light and sound)</u> How far can you throw your shadow?	<u>Is it magic?</u> Do opposites attract? How did that blossom	<u>The Flinstones (stone age)</u> Who first lived in Britain?
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	earth was formed? What makes the earth angry?	Why do people choose to go to Greece for their Holiday?	forgotten? Plague +Great fire of London	Why is the sound (typical band) make enjoyed by so many?	become an apple?	
Texts and genres	Narrative: Adventure Non-Fiction: Fact files, Journey to the Centre of the earth H.G.Wells	Narrative: Myth/legend, , Non-Fiction: Information texts Diary,	Non-Fiction: Informal/formal, letters, newspaper	Narrative: Author study Non-Fiction: play script	Narrative: Traditional Tale/Fairy Tale Non-Fiction: Instructions Persuasion,	Narrative: Mystery/Detective Non-Fiction: Chronological report
PSHCE	New Beginnings (SEAL) School Council	Getting On and Falling Out (SEAL) Anti-bullying Week Road Safety	Going for Goals (SEAL) Teeth Personal Finance	Good To Be Me (SEAL) Drugs Building Site Safety	Relationships (SEAL) SRE Sun Safety	Changes (SEAL) My Money Week (see appendix 2) E-Safety RNLI Water Safety
Science	Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Animals (including humans) identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Animals (including humans) 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	Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.	Forces & Magnets compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance	Rocks describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.

<p>Computing</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>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</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
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<p>Design & Technology</p>	<p>Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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</p>		<p>Cooking & Nutrition understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Technical Knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Cooking & Nutrition understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	
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History		<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Ancient Greece - a study of Greek life and achievements and their influence on the western world</u></p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>The execution of Charles 1 Whysould gunpowder, treason and plot never</p>			<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>changes in Britain from the Stone Age to the Iron Age</u></p>
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			<p>beforgotten? A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: The beheading of Charles 1; Civil War; Great Fire of London</p>			
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Geography

Physical geography,

What makes the Earth angry? WOW: Show a range of clips from Tsunami; volcanoes and hurricane. Video conference a school in Iceland.

What causes a volcano to erupt and which are the famous volcanoes in the world? How do volcanoes impact on the lives of people and why do people choose to live near them?

How can we recreate an erupting volcano? What causes an earthquake (and a tsunami) and how are they measured? Who experiences extreme weather in our country? Which countries have experienced earthquakes and tsunamis in your life time?

How can we capture a stormy weather pattern using music, drama and dance?

Reflection: Each group to put together a weather presentation of extreme weather using music, drama and video clips.

Human:

Why do so many people choose to go to the Greece for their holidays? WoW: A visit to or from a travel agent having thought of questions to ask first.

understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom and a region or area in a

European country

What are the advantages/ disadvantages of living in a Mediterranean country?

Why do Mediterranean countries have a warmer climate than we do?

Which fruits and vegetables are produced in the Mediterranean?

How can we organise a Mediterranean food festival? How would you go about attracting someone to visit a Mediterranean country?

Why doesn't everyone speak English and use the same money?

Who are the famous artists of the Mediterranean and what can we learn from them? Which European cities can we associate with different types of music?

Reflection: Children in groups choose a European city and put together a special presentation as part of a European day in school (holiday programme style

<p>Religious Education</p>	<p>What do people believe about God? KS2 RE: C1 Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. WOW: Visit by a representative of a religion or a religious leader to talk about their view of God. Why is God written with a capital 'G'? How is God, or are the gods, described in different religious books and texts? How is God portrayed in Christian art? What are the features of Islamic art and how do these reflect belief? What is the Humanist view? What do I believe about God?</p>		<p>What are the rules? KS2 RE: WOW: Play a game with the class but introduce obviously unfair rules and discuss how the children respond. C2 Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. Why are rules important? What are the rules or precepts for two religions represented in our community? Can we re-tell the story of Moses and the ten commandments? Can we re-tell a story from another religion about rules or guidance on how to live with and how to respond to others? What are moral values?</p>	<p>That's not fair! Or is it? Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. WOW: Watch a famine relief appeal video. How do we help others? How did Christian Aid, Islamic Relief and/or Oxfam begin and why? What's the story behind Comic/Sport Relief? Do you have to be religious to support these charities? Which charity appeal could we support?</p>	<p>What is so special about places? WOW: Play a slideshow of amazing views of natural and humanmade places and ask the children how they make them feel. What places are special to us and why? What is special about Mount Hira to Muslims and The Mount of Olives to Jews and Christians? What are the main features of a mosque, a church, a mandir and/or a gurdwara? What places are near our school that have religious significance? What do places of worship have in common and what are the differences?</p>	
<p>Art and Design</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>			<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history.</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] learn about great artists, architects and designers in history. <u>Study of ancient British art</u></p>

Languages	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 					
	<p>□ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					
Music	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 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.</p>					
Physical Education Swimming to be taught for 1 term: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.	Real PE scheme of work: unit 1 - Personal Skills Plus Dance. Create dance movements, from ballet to street dance, which reflect the body's ability to balance and move between different positions.	Real PE scheme of work: unit 2 Social Skills Plus gymnastics	Real PE scheme of work: unit 3 - Cognitive Skills Plus Games	Real PE scheme of work: unit 4 - Creative Skills Plus Dance	Real PE scheme of work: unit 5 - Applying physical skills Plus Gymnastics	Real PE scheme of work: unit 6 - Health and Fitness Plus Games