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| How can I help?   1. Let your child play on Times Table Rock Stars. (Your child has their own login details; please ask if unsure). 2. BBC Bitesize KS2 SPAG has useful spelling, punctuation and grammar exercises. Also, KS1 SPAG will have useful exercises to address any gaps in your child’s knowledge. 3. Listen to your child read each week and read to them! 4. Other useful websites include:   Science- <http://www.bbc.co.uk/bitesize/ks2/science/>  Maths - <https://www.ictgames.com/mobilePage/index.html> <https://www.primaryhomeworkhelp.co.uk/maths/>  General curriculum-<http://www.primaryhomeworkhelp.co.uk/> |  | Frome Valley  CE First School  Year 3  Curriculum  Statement  *Autumn Term* |

**Year 3 Curriculum Overview**

**Please look on our website for more information about our curriculum (including topics) and our knowledge organisers.**

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| **English:**   * Use the forms **a** *or* **an** according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * Express time, place and cause using conjunctions [for example, when, before,   after, while, so, because]   * Learn how to use the present and past tenses correctly and consistently including the progressive form * compose and rehearse sentences orally (incl. dialogue, progressively building a varied and rich vocab and increasing range of sentences. * In narratives create character descriptions * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar | | | **History:**   * Use evidence to ask questions and find answers to questions about the past. * Suggest suitable sources of evidence for historical enquiries. * Give a broad overview of life in Britain in ancient to medieval times. * Place events, artefacts and historical figures on a timeline using dates. * Understand the concept of change over time, representing this, along with evidence, on a timeline. * Use dates and terms to describe events. * Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. * Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. * Use appropriate historical vocabulary. | | | **Design & Technology:**   * + Cut materials accurately and safely by selecting appropriate tools   + Measure and mark out to the nearest millimetre   + Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs)   + Improve upon existing designs, giving reasons for choices   + Disassemble products to understand how they work   + Design with purpose by identifying opportunities to design   + Make products by working efficiently (such as by carefully selecting materials) |
| **Maths:**   * Represent and partition numbers to 1000 * Find 1, 10 or 100 more or less than a given number * Use a number line to 1000 * Add and subtract 1s, 10s and 100s * Add and subtract two numbers * Estimate answers * Understand inverse operations * Multiply and divide by 3, 4 and 8 * Know your 2,3,4,5,8 and 10 times tables, including division facts | | | **Geography:**   * Name and locate the Equator, North Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn * Describe some of the characteristics of these geographical areas * Describe geographical similarities and differences between countries * Use a range of resources to identify the key physical and human features of a location * Name and locate counties and cities of the United Kingdom, geographical regions and describe some of their characteristics * Identify human and physical characteristics, including hills and mountains and understand how some of these aspects have changed over time * Describe geographical similarities and differences between countries | | | **PE:**   * Travel in a variety of ways (skipping, galloping) * Balance on a variety of large and small body parts (front, back and side support, shoulder stand) * Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls) * Use the five basic jumps and vary them using turns and shape * Perform simple partner balances (simple contact, no weight bearing), matching, mirroring and contrasting * Vault on to a small box placed longways * Recognise how to use space to make it easy for a teammate, e.g. passing towards them, or difficult for an opponent, e.g. passing away from them * Evade an opponent * Make more complex decisions, e.g. which pass to use when under pressure, which teammate to pass to * Maintain possession by supporting the ball carrier * Use a variety of locomotor skills in combination with object-control skills, e.g. jogging while dribbling a ball * Be able to transition fluently from one type of locomotion skill to another * Throw underarm to a partner or towards a target accurately * Throw overarm for distance with increasing accuracy. * Catch a small ball thrown from a partner * Catch a large ball thrown from a partner, while on the move * Dribble a ball with hands or feet, while changing speed and direction * Use a balanced stance to send or receive a ball. Be able to change direction quickly * ensuring the map is turned appropriately so the layout of the map matches the features of the course * Working out a team strategy before starting the activity |
| **Science:**   * Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. * Identify that humans and some animals have skeletons and muscles for support, protection and movement. * Compare and group together different kinds of rocks on the basis of their simple, physical properties. * Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). * Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. | **RE:**   * Make a link between a religious text and a key concept studied * Order at least 3 key concepts within a timeline of the Bible’s ‘big story’ * Make simple links between religious concepts and texts * Make simple links between how concepts studied might make a difference to how they think and live * Describe 2 customs and practices of main festivals or celebrations of a religion * Describe some of the values held by communities or individuals * Identify religious artefacts and explain how they are used. * Describe, in simple terms, how people of different faiths show their beliefs in worship and in the way they live. * Identify religious symbolism in literature and the arts * Show an understanding that personal experiences and feelings influence attitudes and actions * Give some reasons why religious figures may have acted as they did. Raise questions about how concepts studied might make a difference to how they think and live | | | | **Art & Design:**   * Collect Information, sketches and resources * Create original pieces that are influenced by studies of others * Use a number of brush techniques to produce shapes, textures, patterns and lines * Adapt and refine ideas as they progress |
| **Computing:**   * To explain how digital devices function * To identify input and output devices * To recognise how digital devices can change the way that we work * To explain how a computer network can be used to share * information * To explore how digital devices can be connected * To recognise the physical components of a network | | **PSHCE:**   * I understand why rules are needed and how they relate to rights and responsibilities * I recognise that some words are used in hurtful ways * I know what it means to be a witness to bullying | | **Music:**   * Identify the beat of a tune * Use symbols to represent a composition and use them to help with a performance * Recognise changes in timbre, dynamics and pitch and tempo. * Take part in singing, accurately following the melody with a wide pitch range. * Create short, musical patterns. * Use symbols to represent a composition and use them to help with a performance. * Recognise that there are different layers of sound that affect the mood of the piece. * Sequence sounds to create an overall effect and texture. * Understand that digital technologies can be used to compose pieces of music | |