

Curriculum Overview for Year 3

<ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Consider and evaluate different viewpoints, attending to and building on the contributions of others Apply their growing knowledge of root words, prefixes and suffixes, both to read and understand the new words they meet 	<p>English</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Understand what they read, in books they can read independently, by asking questions, drawing inferences, predicting and identifying main ideas. Spell new words correctly and have plenty of practice in spelling them in order to reduce frequently repeated errors. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters, resulting in clear cursive handwriting Learn to plan, draft, proof read and present their writing to an audience. Develop their understanding of grammatical concepts, such as choosing appropriate nouns and adjectives, declining verbs, using conjunctions and other grammar appropriate for the year group. Be able to sometimes use punctuation, such as commas, apostrophes and full stops. 	<p>Art & Design</p> <ul style="list-style-type: none"> Autumn Art- to improve mastery of techniques in sketching and painting Investigating Patterns learning about great artists: Matisse, Picasso and Indian art Create sketch books and record observations Use textiles and sewing skills to create a product Use knowledge of electricity to create a product that lights up Understand the principles of healthy eating 	<p>Computing</p> <ul style="list-style-type: none"> Online safety Word processing Coding (Espresso Coding) Internet research and communication Drawing and desktop publishing
<ul style="list-style-type: none"> Count from 0 in multiples of 4,8,50 and 100, find 10 or 100 more or less than a given number Recognise place value of each digit in a three digit number Add and subtract numbers mentally and using formal written methods Solve problems including missing number problems Recall and use multiplication and division facts for the 3,4 and 8 times tables. 	<p>Mathematics</p> <ul style="list-style-type: none"> Count up and down in tenths Recognise, find and write fractions of a discrete set of objects Recognise and use equivalent fractions Measure, compare add and subtract units of length, mass, volume Measure the perimeter of simple 2D shapes Add and subtract money to give change 	<ul style="list-style-type: none"> tell and write the time from an analogue clock draw 2D shapes and make 3D shapes recognise angles as a property of a shape recognise and use rights angles to make quarter and half turns identify horizontal and vertical lines interpret and present date using bar charts 	<p>German- DaF</p> <ul style="list-style-type: none"> Tierwörter: typische Laute und Lautverbindungen Wiederholung Year 2 Buchstaben und Silben erkennen Zahlen 0-50, Angaben zur Person Familie und Verwandtschaft: Hörverstehen: Familienangaben; Altersangaben, Herkunft Familienangaben und Fotos, Stammbaum Haustiere, Gegenstände im Haus: Nomen und Artikel, Pronomen Satzmodelle- W-Fragen/Ja/Nein Fragen 	<p>Social Studies</p> <ul style="list-style-type: none"> Rainforest – know where to locate tropical rainforests; identify the different vegetation layers; people and settlements in the rainforest etc. India – explore India and its place in the world; India's mountain ranges; major rivers in the India; human and physical features of cities in India etc. Ancient Egyptians -to be able to find Egypt on a map; how society was organised in Ancient Egypt; who was the pharaoh; gods and goddesses and their importance; to find out about the pyramids etc. Explorers –when Christopher Columbus lived and what he was trying to achieve; CC's journey and discovery; who is Neil Armstrong and why is he remembered today; compare life and achievements of both explorers Food, Glorious Food – Where does our food come from; Seasonal foods, Eating and Digestion and Special Foods
<p>SCIENCE</p> <p>Plants</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals (including humans)</p> <ul style="list-style-type: none"> 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. <p>Rocks</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 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>Light</p> <ul style="list-style-type: none"> 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 	<p>Forces & Magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>SUCCESS CRITERIA:</p> <p>Children are:</p> <ul style="list-style-type: none"> able to ask relevant questions using different types of scientific language to answer them able to set up simple practical inquiries and fair tests able to record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables able to use results to draw simple conclusions, make predictions, suggest improvements and raise further questions able to make systematic and careful observations and, where appropriate, take accurate measurements using standard units 	<p>German- DaM</p> <ul style="list-style-type: none"> *Sich verständlich und weitgehend sprachrichtig ausdrücken *Arbeitsanweisungen lesen und ausführen *Kurze Texte lesen und verstehen Eigene Texte verständlich und in flüssiger Schrift schreiben *Wortarten unterscheiden, Satzschlusszeichen verwenden 	<p>Music</p> <ul style="list-style-type: none"> Create and perform simple ostinato Play classroom instruments using dynamics and articulation Recognise, name and clap elementary note/rest values Demonstrate the difference between pulse and rhythm
			<p>Physical Education</p> <ul style="list-style-type: none"> Invasion games- Netball and Football Gymnastics Indoor Athletics Dance Swimming introduction Kwik Cricket 	<p>PSHE</p> <ul style="list-style-type: none"> How can we describe our feelings? What can we do about bullying? What jobs would we like? What are we responsible for? How can we eat well?

Sachkunde :

- Begegnung mit Gegenstands- und Wirklichkeitsbereichen und mit Lern- und Arbeitstechniken, Fachmethoden
- Über Kenntnisse und Erfahrungen zu Sachverhalten und Zusammenhängen in unbekanntem und vergleichbarem Kontext verfügen
- Begründete Sachurteile entwickeln