|  |  |  |
| --- | --- | --- |
| 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 ValleyCE First SchoolYear 3Curriculum Statement*Summer Term* |

**Year 3 Curriculum Overview**

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

|  |  |  |
| --- | --- | --- |
| **English:*** Begin to use paragraphs to group related material.
* Use headings and subheadings to aid presentation.
* Show how words are related in form and meaning e.g. *solve, solution, solver, dissolve and insoluble.*
* Use a range of prefixes e.g. *super-, anti- and auto-.*
* proofread for spelling and punctuation errors.
* read their own writing aloud to a group or the whole class.
* draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
* Create character descriptions, settings and plots in narratives.
* 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.
* Improve upon existing designs, giving reasons for choices.
* Disassemble products to understand how they work.
* Refine work and techniques as work progresses, continually evaluating the product design.
* Strengthen materials using suitable techniques.
* Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
* Select appropriate joining techniques.
 |
| **Maths:*** Recognise and count in tenths.
* Find fractions of numbers and a set of objects.
* Compare, order, add and subtract fractions.
* Recognise equivalent fractions.
* Tell the time to 1 minute intervals.
* Use am and pm and the 24 hour clock.
* Find and compare durations of time.
* Compare angles in shapes.
* Understand the terms: horizontal, vertical, parallel and perpendicular.
* Recognise and describe 2D and 3D shapes.
* Measure, compare, add and subtract capacity and mass.
 | **Geography:*** Ask and answer geographical questions about the physical and human characteristics of a location.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
* 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 rivers and mountains and understand how some of these aspects have changed over time.
* Describe geographical similarities and differences between countries.
 | **PE:*** Accelerate and decelerate quickly, demonstrating control and stability.
* Sprint over short distances.
* Run over a longer distance, demonstrating endurance.
* Run with good rhythm and coordination over small obstacles.
* Use a range of throwing techniques (pull, push and sling).
* Throw for distance within a marked zone.
* Jump for height and distance, showing control in landings.
* Perform jump combinations with rhythm and control.
* Compete against self, aiming to improve personal best performances.
* Choose a sequence to combine jumps efficiently.
* Make decisions about the best take-off leg
* Vary the pace to sustain running over a period of time.
* Make decisions on how to increase the height and distance of a throw.
* Run over a longer distance, demonstrating endurance.
* Throw for distance within a marked zone.
* Jump for height and distance, showing control in landings.
* Run with good rhythm and coordination over small obstacles.
* Use a range of throwing techniques (pull, push and sling).
* 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.
 |
| **Science:*** Ask simple questions and make simple observations.
* Perform simple tests, suggesting answers to questions.
* Investigate the way in which water is transported within plants.
* Explore the life cycle of flowering plants including pollination, seed formation and seed dispersal.
* Identify the types of fossils that are most likely to be found in different types of sedimentary rocks.
* Compare and contrast different types of soils.
* 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 a shadow changes.
 | **RE:*** Describe some of the teachings of a religion.
* Recognise that God, Creation, Incarnation, Salvation and Gospel are part of a ‘big story’ of the Bible.
* Recognise stories from the Bible linked to these concepts.
* Identify how they have to make their own choices in life.
* Identify the things that are important in their own lives and compare these to religious beliefs and texts.
* Relate emotions to some of the experiences of religious figures studied.
* 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.
 | **Art & Design:*** Draw lines of different sizes and thicknesses.
* Create and combine shapes to create recognisable forms.
* Collect information, sketches and resources.
* Adapt and refine ideas as they progress.
* Explore ideas in a variety of ways.
* Comment on artwork using visual language.
* Replicate some of the techniques used by notable artists, artisans and designers.
* Create original pieces that are influenced by studies of others.
* Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
 |
| **Computing:*** To add content to a desktop publishing publication
* To consider how different layouts can suit different purposes.
* To consider the benefits of desktop publishing.
* To recognise how text and images convey information.
* To recognise that text and layout can be edited.
* To choose appropriate page settings.
* To create a program to move a sprite in four directions.
* To develop my program by adding features.
* To identify and fix bugs in a program.
 | **PSHCE:*** I can identify the roles and responsibilities of each member of my family.
* I can identify the skills of friendship.
* I can reflect on the expectations for males and females.
* I understand how to negotiate conflict situations to try and find a win-win solution.
* I can start to recognise stereotypical ideas about parenting and family roles.
 | **Music:*** Begin to follow direction for getting louder and softer.
* Recognise changes in timbre, dynamics and pitch and tempo.
* Create a sequence of long and short sounds.
* Create a mixture of different sounds (long and short, loud and quiet, high and low).
* Follow instructions on how and when to sing or play an instrument.
* Understand that digital technologies can be used to compose pieces of music.
 |