



# Curriculum Overview for Year 3

## English (approx. 4 hours per week)

- Baseline assessment
- 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
- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, comics, 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 to reduce frequently repeated errors
- Use the diagonal and horizontal strokes that are needed to join letters, resulting in clear cursive handwriting
- Learn to plan, draft, proofread 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 use punctuation, such as commas, apostrophes, full stops, speech marks, exclamation marks and question marks

## Mathematics (approx. 4 hours per week)

- Number and place value: up to 3-digit numbers and counting in tenths
- Mental addition and subtraction
- Problem solving and reasoning
- Mental multiplication and division: facts 2, 3, 4, 5 and 10
- Measurement: telling time, using a ruler, centimetres/millilitres, metres/litres,
- Geometry: properties of 2D and 3D shapes, angles, vertical, horizontal, perpendicular, parallel lines, symmetry
- Doubling and halving to 100
- Comparing and ordering numbers: up to 3-digit numbers

- Fractions:  $\frac{1}{2}$ s,  $\frac{1}{3}$ s,  $\frac{1}{4}$ s,  $\frac{1}{6}$ s, and  $\frac{1}{8}$ s, equivalent fractions, fractions on a number line, fractions of amounts)
- Written addition, subtraction, multiplication, and division using various methods
- Addition and subtraction with money

#### **DaF (approx. 4 hours per week)**

- Understand, speak, read, and write longer sentences.
- Listening: Understand and respond to compound phrases and sentences
- Speaking: Respond briefly to what is seen or heard, ask, and answer simple questions, pronounce, and intonate correctly
- Reading: Show fluency in reading both familiar as well as short, new words
- Writing: Copy and fill in words correctly from memory

#### **DaM (approx. 4 hours per week)**

- Sprechen und Zuhören: adressatengerecht sprechen, Zuhörstrategien nutzen, zunehmend sicher werdende Druckschrift, Texte planen, schreiben und überarbeiten, Lernergebnisse präsentieren, Rechtschreibstrategien nutzen und richtig schreiben
- Lesen – mit Texten und Medien umgehen: vertraute Wörter auf einen Blick identifizieren, Einzelinformationen in Texten identifizieren und verknüpfen, textuelles Gesamtverständnis entwickeln, Lesestrategien anwenden, mit literarischen Texten umgehen und kreativ arbeiten, über Leseerfahrungen austauschen
- Sprache und Sprachgebrauch untersuchen: verbale und nonverbale Verständigungsprobleme erkennen und lösen, wertschätzend und sachlich formulieren, Buchstaben, Silben, Wörter, Satzarten, Wortarten unterscheiden und flexibel Sätze bilden, Wortschatz aufbauen, Erfahrungen mit verschiedenen Sprachen beschreiben

#### **Sachunterricht (approx. 1 hour per week)**

- Demokratisches Zusammenleben in der Schule
- Gemeinsamkeiten und Unterschiede von Lebenssituationen beschreiben
- Straßenverkehr, Verkehrsregeln, Verkehrszeichen
- Körperpflege sowie gesunde Lebensführung
- typische Tiere und Pflanzen in deren Lebensräumen unterscheiden sowie die Abhängigkeiten dieser von ihrem Lebensraum erklären
- Die Sinne
- Zeit (Jahreszeiten, Kalender, Monate) und Ereignisse chronologisch auf einer Zeitleiste anordnen

#### **Social Studies (approx. 2 hours per week)**

- Where does our food come from?
- Ancient Egypt
- All about India

- World explorers
- The Rainforest

### **Physical Education (approx. 2 hours per week)**

- Invasion games- Netball and Football
- Gymnastics
- Indoor Athletics
- Dance
- Swimming introduction
- Bat and ball games, i.e. rounders

### **Art and Design (approx. 1 hour per week)**

- The study of various artists to develop understanding of cross curricular topics: Guiseppe Arcimboldo – fruit and vegetables
- To use and mix colour to create story telling in art: Lucy Pittaway
- Using a variety of medium 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

### **Science (approx. 2 hours per week)**

#### Plants

- 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

#### 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

#### Rocks

- 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

### 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 an opaque object
- find patterns in the way that the size of shadows change

### Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

### **Music (approx. 1 hour per week)**

- Notes on the staff (introduction)
- Note values
- “Pezzetino” - music and imagination
- Play different instruments in the class orchestra

### **PSHE (approx. 2 hours per week)**

- How does nutrition, sleep, and stress affect our bodies
- My body belongs to me: the Touching Rule, Safety Steps
- How can we describe our feelings?
- What is bullying and what can we do about it?
- What are we responsible for?
- How should we interact with our environment?

**Computing (approx. 1 hour per week)**

- Online safety: How can we navigate ourselves safely on the internet with respect to our personal information (digital footprint), cyberbullying, and screen time
- Word processing: Copy & Paste, fonts, sizes and colours, saving & opening files, undo & redo
- Coding (Espresso Coding): To design and debug their own simple algorithm using basic variables
- Internet research and communication: To understand how word order can affect results while researching, Bookmarking pages, differentiate between different ways to communicate information online (Online Media forms)
- Drawing and desktop publishing: Using textboxes, shapes and pictures to create their own images