



Park View Primary School

Curriculum Overview for Year 3



PSHE - developing the whole child and modern British values

Me and My Relationships:

- Cooperation
- Friendships

Valuing Difference:

- Recognising and respecting diversity
- Being respectful and tolerant

Keeping Myself Safe:

- Managing risk
- Drugs and their risks
- Staying safe online

Rights and Responsibilities:

- Skills we need to develop as we grow up
- Helping and being helped

Being My Best:

- Keeping myself healthy
- Celebrating and developing my skills

Growing and Changing:

- Relationships
- Keeping safe

English			Art & Design	Computing	P.E.	
<p>Reading</p> <ul style="list-style-type: none"> • Use knowledge to read 'exception' words • Read range of fiction & non-fiction • Use dictionaries to check meaning • Prepare poems & plays to perform • Check own understanding of reading • Draw inferences & make predictions • Retrieve & record information from non-fiction books • Discuss reading with others 	<p>Writing</p> <ul style="list-style-type: none"> • Use prefixes & suffixes in spelling • Use dictionary to confirm spellings • Write simple dictated sentences • Use handwriting joins appropriately • Plan to write based on familiar forms • Rehearse sentences orally for writing • Use varied rich vocabulary • Create simple settings & plot • Assess effectiveness of own and others' writing 	<p>Grammar</p> <ul style="list-style-type: none"> • Use range of conjunctions • Use perfect tense • Use range of nouns & pronouns • Use time connectives • Introduce speech punctuation • Know language of clauses <p>Speaking & Listening</p> <ul style="list-style-type: none"> • Give structured descriptions • Participate activity in conversation • Consider & evaluate different viewpoints 	<ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Identify interesting aspects of objects as a starting point for work • Use a range of modelling materials and tools, choosing the one most appropriate • Use a range of artistic vocabulary to compare artworks and explain their creative vision • Copy and create patterns and textures with a range of paints • Explore artists, architects and designers in History 	<ul style="list-style-type: none"> • Design & write programs to achieve specific goals, including solving problems • Use logical reasoning to explain how a simple algorithm works • Understand computer networks and use software and search engines effectively • Recognise which information is suitable for their topic • Use internet safely and appropriately becoming discerning in evaluating digital content • Collect and present data appropriately 	<ul style="list-style-type: none"> • Compare, develop and adapt movements and motifs to create movement patterns • Play competitive games working effectively in a team to safely navigate to familiar places, solving problems and evaluating their performance • Create/perform a sequence of movement showing good balance and body tone • Demonstrate a range of throwing techniques, showing accuracy and power and perform a range of jumps, sometimes with run ups 	
Maths			Design & Technology	Geography		R.E.
<p>Number/Calculation</p> <ul style="list-style-type: none"> • Learn 6, 7, 8 & 9x tables • Secure place value to 100 • Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits • Written column addition & subtraction • Solve number problems, including multiplication & simple division and missing number problems 	<p>Geometry & Measures</p> <ul style="list-style-type: none"> • Measure & calculate with metric measures • Measure simple perimeter • Add/subtract using money in context • Use Roman numerals up to XII; tell time • Calculate using simple time problems • Draw 2-d / Make 3-d shapes • Identify and use right angles • Identify horizontal, vertical, perpendicular and parallel lines 	<p>Fractions & Decimals</p> <ul style="list-style-type: none"> • Use & count in tenths • Recognise, find & write fractions • Recognise some equivalent fractions • Add/subtract fractions up to <1 • Order fractions with common denominator <p>Data</p> <ul style="list-style-type: none"> • Interpret bar charts & pictograms 	<ul style="list-style-type: none"> • Create a shell or frame structure using diagonal struts to strengthen create and use simple gears, pulleys, cams, levers and linkages • Plan which materials will be needed for a task and explain why • Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs • Use a range of cooking techniques 	<ul style="list-style-type: none"> • Draw/sketch maps and plans using agreed symbols for a key • Describe and compare different features of human and physical geography of a place, including observe, measure and record • Locate geographical features on a map or atlas • Understand technical and geographical vocab (ie: longitude / latitude /equator) • Identify how people both damage and improve the environment • Use the 8 point compass to describe a location 		<ul style="list-style-type: none"> • Continue to follow locally- agreed syllabus for RE • See RE LTP (separate document)
Curriculum Themes:		Science	History	Music	Languages (French)	
<ul style="list-style-type: none"> • Tremors • Mighty Metals • Gods and Mortals (The Greeks) • Heroes and Villains (local study) • Flow • Predator 		<ul style="list-style-type: none"> • Plants, incl. parts, lifecycle and requirements for life • Animals: skeletons & nutrition • Classification of rock types • Simple understanding of fossilisation • Sources of light; shadows & reflections • Simple forces, including magnetism 	<p>British History (taught chronologically)</p> <ul style="list-style-type: none"> • Stone Age to Iron Age Britain • Ancient Rome - Pompeii <p>Broader History Study</p> <ul style="list-style-type: none"> • A local history study • Ancient Greece - A study of Ancient Greek life 	<ul style="list-style-type: none"> • Use voice & instruments with increasing accuracy, control and expression • Create and repeat extended rhythmic patterns, vocally or using clapping • Sign songs both confidently as a solo or in a group • Compare and contrast 2 pieces of music on the same theme • Use standard and invented symbols to represent sounds • Develop an understanding of the history of music 	<ul style="list-style-type: none"> • Speak in simple sentences using familiar vocabulary • Listen, engage, ask & answer questions • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate different stories, songs, poems & rhymes • Write phrases from memory 	