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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 ValleyCE First SchoolYear 3Curriculum Statement*Spring 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 adverbs to express time, place and cause.
* Use prepositions to express time, place and cause e.g. *before, after, during, in, because of.*
* Begin to use inverted commas to punctuate direct speech.
* Use present perfect form of verbs instead of the simple past e.g. *he has gone out to play (instead of: he went out to play)*
 | **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.
* Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as linked levers or pneumatics).
* Strengthen materials using suitable techniques.
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| **Maths:*** Multiply a two-digit number by a one-digit number.
* Divide a two-digit number by a one-digit number.
* Solve problems involving multiplication and division.
* Begin to understand scaling.
* Measure in mm, cm and m.
* Compare, add and subtract lengths.
* Understand equivalent lengths (cm and m & mm and cm).
* Measure and calculate perimeters.
* Add and subtract money and give change.
* Count in fractions.
* Draw and interpret pictograms, bar charts and tables.
 | **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:*** Move in a clear, fluent and expressive manner.
* Work alongside, away from and towards a partner.
* Perform a variety of rolls (teddy bear roll, backward roll to straddle and forward roll, dish and arch rolls).
* Take weight on hands (progressions towards a cartwheel).
* Use the five basic jumps and vary them using turns and shape.
* Design sequences to demonstrate fluency, changes in dynamics, shape and level, both individually and with a partner.
* Link a variety of movements into a sequence of ten moves to include floor and apparatus.
* Remember, repeat and be able to refine movements in a sequence.
* Vary fundamental movement skills by using the movement adaptations of how, where and with whom or what to add interest to a sequence, e.g. perform a tucked roll at a low level and a star jump at a high level.
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| **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.
* Explain and describe the functions of different parts of flowering plants.
* Explore the requirements of plants for life and growth and how they vary from plant to plant.
* Explore the role of flowers in the life cycle of flowering plants.
* Identify how magnets attract and repel each other and attract some materials and not others.
* Notice that some forces need contact between two objects.
 | **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’.
* Show an understanding that personal experiences and feelings influence attitudes and actions.
* Give some reasons why religious figures may have acted as they did.
* Give a simple account of how beliefs about right and wrong affect people’s behaviour.
* Discuss stories involving moral dilemmas.
* 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.
 | **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.
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| **Computing:*** To explore a new programming environment
* To identify that commands have an outcome.
* To explain that a program has a start.
* To recognise that a sequence of commands can have an order.
* To explain how a sprite moves in an existing project.
* To create a program to move a sprite in four directions.
* To explain why it is helpful for a database to be well structured.
* To identify objects using a branching database.
* To compare the information shown in a pictogram with a branching database.
* To create a branching database.
 | **PSHCE:*** I can manage feelings of frustration that may arise when obstacles occur.
* I understand that medicines are drugs but not all drugs are medicine.
* I understand the important of good quality sleep.
* I can identify when something feels safe or unsafe.
 | **Music:*** Use symbols to represent a composition and use them to help with a performance.
* Understand that letters are used to identify notes on a stave.
* Recognise the symbols they are different musical symbols that represent different number of beats such as a crotchet and quaver.
* Use the terms: dynamics and tempo.
* Recognise that there are different layers of sound that affect the mood of the piece.
* Sequence sounds to create an overall effect and texture.
* Create short, musical patterns.
* Start to discuss what they like and dislike about a piece of music or composition.
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