

Year 3 Yearly Subject Overviews

English Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
POR: Into the Forest		POR: The Iron Man		POR: The Pebble in my Pocket	
Writing Opportunities/genre coverage: <ul style="list-style-type: none"> ➤ Diary ➤ Play script ➤ Opening to an adventure narrative ➤ Picture book ➤ Rhyming poetry ➤ Information text 		Writing Opportunities/genre coverage: <ul style="list-style-type: none"> ➤ Newspaper report ➤ Writing to argue ➤ Science fiction narrative ending ➤ Writing to persuade 		Writing Opportunities/genre coverage: <ul style="list-style-type: none"> ➤ Descriptive poetry ➤ Writing to advise ➤ Information blog ➤ News broadcast 	
Spelling:					
<ul style="list-style-type: none"> ○ Adding suffixes beginning with vowel letters to words of more than one syllable ○ The /ɪ/ sound spelt y elsewhere than at the end of words ○ The /ʌ/ sound spelt ou ○ More prefixes ○ The suffix –ation ○ The suffix –ly ○ Words with endings sounding like /ʒə/ or /tʃə/ ○ Endings which sound like /ʒən/ ○ The suffix –ous ○ Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian ○ Words with the /k/ sound spelt ch (Greek in origin) ○ Words with the /ʃ/ sound spelt ch (mostly French in origin) ○ Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) ○ Words with the /s/ sound spelt sc (Latin in origin) ○ Words with the /eɪ/ sound spelt ei, eigh, or ey ○ Possessive apostrophe with plural words ○ Homophones and near-homophones ○ Common exception words 					
Writing:					
Transcription:					

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Spelling (see English Appendix 1)

Pupils should be taught to:

- ☒ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ☒ spell further homophones
- ☒ spell words that are often misspelt (English Appendix 1)
- ☒ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ☒ use the first two or three letters of a word to check its spelling in a dictionary
- ☒ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

Pupils should be taught to:

- ☒ use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- ☒ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition:

Pupils should be taught to:

- ☒ plan their writing by:
 - ☒ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - ☒ discussing and recording ideas
- ☒ 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 (English Appendix 2)
 - ☒ organising paragraphs around a theme
 - ☒ in narratives, creating settings, characters and plot
 - ☒ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ☒ evaluate and edit by:
 - ☒ assessing the effectiveness of their own and others' writing and suggesting improvements
 - ☒ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - ☒ proof-read for spelling and punctuation errors
- ☒ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation:

Pupils should be taught to:

- ☒ develop their understanding of the concepts set out in English Appendix 2 by:
 - ☒ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

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- ☒ using the present perfect form of verbs in contrast to the past tense
- ☒ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ☒ using conjunctions, adverbs and prepositions to express time and cause
- ☒ using fronted adverbials
- ☒ learning the grammar for years 3 and 4 in English Appendix 2
- ☒ indicate grammatical and other features by:
 - ☒ using commas after fronted adverbials
 - ☒ indicating possession by using the possessive apostrophe with plural nouns
 - ☒ using and punctuating direct speech
- ☒ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Reading:

Word Reading

Pupils should be taught to:

- ☒ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- ☒ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to:

- ☒ 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
 - ☒ reading books that are structured in different ways and reading for a range of purposes
 - ☒ using dictionaries to check the meaning of words that they have read
- ☒ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ☒ identifying themes and conventions in a wide range of books
- ☒ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ☒ discussing words and phrases that capture the reader's interest and imagination
- ☒ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ☒ understand what they read, in books they can read independently, by:
 - ☒ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - ☒ asking questions to improve their understanding of a text
 - ☒ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ☒ predicting what might happen from details stated and implied
 - ☒ identifying main ideas drawn from more than one paragraph and summarising these
 - ☒ identifying how language, structure, and presentation contribute to meaning

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☑ retrieve and record information from non-fiction
 ☑ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Maths Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Place Value - Compare and order numbers to 1000 - 3 digit numbers - Estimate - Addition and subtraction mentally using place value	Addition and Subtraction - Written methods - Mental methods Multiplication and Division - Written methods - Times tables	Fractions - Adding - Subtracting - Fractions of amounts Time - Analogue 24hr - 12hr - Duration - Roman numerals	Measurements - Units Money - Units - Difference - Identifying amounts	Shape (2D and 3D) - Perimeter - Directions - Turns - Angles - Lines	Statistics - Graphs - Charts - Interpreting data

Science Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Plants	Humans and Animals	Light	Forces and Magnets	Rocks	Soils

History/Geography Curriculum

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Stone Age to Iron Age - Why did the Stone Age begin? - Where did they settle and why? (Using maps) - What jobs did they have? What tools did they use? (Linking to	Stone Age to Iron Age - Appearances - Clothing - Houses- Why did they use certain materials and build them in certain ways? - Field work - How did life in Kent change	Ancient Egyptians - The importance of the River Nile - Where is Egypt? Continent Region - What is nearby? Seas Mountains - Art - Jobs	Ancient Egyptians - Trading - Hieroglyphics - What was life like then compared to now? - Music - Pharaohs	The UK/Local history study - Locate the UK on a globe Continent of Europe England South east - Rivers in the south east - Charles Dickens	The UK/Local history study - Rochester Castle and Cathedral - Dockyard - Fort Amherst- Why was this built? - Beaches in the South East

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area knowledge) - Food	during this period?			- White cliffs of Dover	- Why was the River Medway used?
Religion Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Christian Family	Mary our Mother	The Sacrament of Reconciliation	Celebrating the Mass	Easter and Pentecost	Being a Christian
P.E Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gymnastics Hockey	Dance Badminton	Netball Football	Kwik Cricket Dodge ball	Athletics Tennis	Gymnastics Rounders
The Arts Curriculum					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music - Glockenspiel - Compose own arrangement	Art - Human sculpture - Looking at Alberto Giacometti & Henry Moore	Art - Light and shade. - Looking at Caravaggio, Leonardo Da Vinci and Rembrandt.	DT - Egyptian pottery	Music - Singing - Coral arrangements	DT - Constructing a working volcano
Computing					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sequencing	Coding	Coding	Networks and sharing data	Raspberry Pi- Compose a jingle	Net Searching
Jigsaw					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Journey in Love

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French					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about me		Games and Songs		Celebrations	