

# Curriculum Autumn Overview for Chestnut class - Year 3

## English

Use a joined handwriting style.  
Understand a range of prefixes and suffixes.  
Spell homophones.  
Use dictionaries to check spellings  
Use the possessive apostrophe in regular plurals.  
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  
Discuss and record ideas.  
Organise writing into simple paragraphs.  
Create simple settings, characters and plots in narratives.  
In non-narrative material, use simple organisational devices.  
Assess own and other's writing and suggest improvements.  
Proof read for punctuation and spelling.  
Use a wide range of conjunctions.  
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

### Reading

Apply knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.  
Develop positive attitudes to reading and understanding of what they read by:  
- increasing familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.  
- asking simple questions to improve their understanding of a text.  
- beginning to identify how language, structure, and presentation contribute to meaning.  
- listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
- developing understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.  
- discussing some words and phrases that capture the reader's interest and imagination.  
- explaining the meaning of words in context.

## Mathematics

Count from 0 in multiples of 100.  
Find 10 or 100 more or less than a given number.  
Recognise the place value of each digit in a 3-digit number.  
Read and write numbers up to 1000 in numerals and words.  
Compare and order numbers up to 1000.  
Identify, represent and estimate numbers to 1000 using different representations.  
Add and subtract numbers mentally.  
Add and subtract numbers up to 3-digits.  
Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.  
Add and subtract numbers with up to 3-digits using formal written methods.  
Estimate an answer to a calculation and check using the inverse operation.

Recall and use multiplication and division facts for 3, 4 and 8 multiplication tables.  
Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including 2-digit numbers multiplied by single digit numbers, mentally and progressing to formal methods.  
Solve problems involving multiplication and division, including correspondence problems in which  $n$  objects are connected to  $m$ .  
Draw 2-d shapes and make 3-D shapes using modelling materials.  
Recognise 3-D shapes in different orientations and describe them.  
Solve 1-step and 2-step questions using information in scaled bar charts, pictograms and tables.  
Recognise right angles as a property of shapes or a description of a turn.  
Identify right angles.  
Identify whether angles are greater than or less than a right angle.

## Science

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.  
Identify common appliances that run on electricity.  
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.  
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
Recognise some common conductors and insulators, and associate metals with being good conductors.

## History

This area of the curriculum will be covered in the Spring term.

## Art & Design

This area of the curriculum will be covered in the Spring term.

## Computing

Use technology safely.  
Espresso coding

## Design & Technology

Understand and use electrical systems in their products [for example, series circuits, incorporating switches, bulbs, buzzers and motors].  
Apply their understanding of computing to program, monitor and control their products.  
Design, make and evaluate a functional product.  
Select from and use a wider range of tools and equipment to perform practical tasks.

## Geography

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.  
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  
Understand how some of human and physical aspects have changed over time.

## Modern Languages

Listen attentively to spoken language and show understanding by joining in and responding.  
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  
Speak in sentences, using familiar vocabulary, phrases and basic language structures.  
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

## Music

Play and perform in solo and ensemble contexts, using their voices.

## Physical Education

Perform dances using simple movement patterns  
Perform dances using a range of techniques  
Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.  
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

## Religious Education

Tell a Sikh story and say some things that people believe.  
Talk about some of the things that are the same for different religious people.  
Know and understand what the 5K's are and what they symbolise.

