



# Hampreston First School Curriculum Coverage - Year 3



Subject	<b>Autumn</b> Invaders and Settlers	<b>Spring</b> Myths, Legends and Traditional Tales	<b>Summer</b> Weather
<b>Literacy</b>	In Literacy, the following skills will be taught continuously throughout the year: <ul style="list-style-type: none"> <li>• 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</li> <li>• Increase the legibility, consistency and quality of their handwriting</li> <li>• Plan their writing by discussing and recording ideas</li> <li>• Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, using appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use and understand an increasing range of grammatical terminology accurately and appropriately when discussing their writing and reading</li> </ul>		
	<ul style="list-style-type: none"> <li>• Understand and use the features of a variety of text types. These will include:                             <ul style="list-style-type: none"> <li>– Reports</li> <li>– Stories in familiar settings</li> <li>– Shape poetry and calligrams</li> <li>– Dialogues and plays</li> </ul> </li> <li>• Learn differentiated spellings weekly</li> <li>• Read on a 1:1 basis, at least once each week</li> <li>• Spell homophones</li> <li>• Spell words that are often misspelt</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• In non-narrative material, use simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the features of a variety of text types. These will include:                             <ul style="list-style-type: none"> <li>– Instructions</li> <li>– Myths and Legends</li> <li>– Traditional tales and fables</li> <li>– Poetry</li> </ul> </li> <li>• Learn differentiated spellings weekly.</li> <li>• Read on a 1:1 basis, at least once each week</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Recognise some different forms of poetry</li> <li>• In narratives, create settings, characters and plot</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Use prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the features of a variety of text types. These will include:                             <ul style="list-style-type: none"> <li>– Information texts to research and present information</li> <li>– Adventure and Mystery stories</li> <li>– Authors and Letters, focussing on Quentin Blake and writing a letter to a favourite author</li> <li>– Dialogue and Plays</li> </ul> </li> <li>• Learn differentiated spellings weekly</li> <li>• Read on a 1:1 basis, at least once each week</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• Place the possessive apostrophe accurately in words</li> <li>• Use fronted adverbials</li> <li>• Use commas after fronted adverbials</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Use and punctuating direct speech</li> <li>• Organise paragraphs around a theme</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• Identify, represent and estimate numbers using different representations</li> <li>• Recognise the place value of each digit in a three-digit number</li> <li>• Compare and order numbers up to 1000</li> <li>• Add and subtract numbers mentally facts including the 3, 4 and 8 multiplication tables</li> <li>• Solve problems, including missing number problems, involving multiplication and division</li> <li>• Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators and use to solve problems</li> <li>• Measure, compare, add and subtract: lengths, mass and volume/capacity</li> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>• Interpret and present data using bar charts, pictograms and tables</li> <li>• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</li> </ul>		



# Hampreston First School Curriculum Coverage - Year 3



Subject	Autumn	Spring	Summer
<b>Science</b>	<p><u>Rocks &amp; Animals, including Humans</u></p> <ul style="list-style-type: none"> <li>• Compare and group together different rocks by appearance and physical properties</li> <li>• Describe how fossils are formed</li> <li>• Understand that soils are made from rocks and organic matter</li> <li>• Explore different types of soil and identify similarities and differences</li> <li>• Compare and contrast diets to learn about the importance of nutrition.</li> <li>• Research different food groups</li> <li>• Understand the importance of a balanced diet</li> </ul>	<p><u>Skeletons and Muscles &amp; Forces and Magnets</u></p> <ul style="list-style-type: none"> <li>• Identify main body parts associated with the skeleton and muscles and their special functions</li> <li>• Identify and group animals with and without skeletons and observe and compare their movements</li> <li>• Explore magnetic forces including the poles of a magnet</li> <li>• Observe how magnets attract and repel each other</li> <li>• Group everyday materials dependent on their attraction to a magnet</li> <li>• Explore everyday uses of different magnets</li> <li>• Compare how things move on different surfaces</li> </ul>	<p><u>Plants and Light</u></p> <ul style="list-style-type: none"> <li>• Identify and describe the basic structure of flowering plants</li> <li>• Explore the different requirements of plants for life and growth</li> <li>• Investigate the way water is transported within plants</li> <li>• Explore the life cycle of plants focusing on flowers (including pollination, seed formation and dispersal)</li> <li>• Recognise the importance of light and dark to life</li> <li>• Explore reflection from mirrors and other shiny surfaces</li> <li>• Explore how shadows are formed</li> <li>• Use a shadow stick to find patterns in the way the size of shadows change</li> <li>• Gain awareness of the dangers of sunlight and look at ways in which we protect ourselves</li> </ul>
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Learn about and explore Christian religious celebrations, especially Harvest and Christmas</li> <li>• Learn about the central biblical theme of prayer</li> <li>• Find out about special religious places</li> <li>• Discover how churches help us to worship God</li> <li>• Explore the theme of light in the Bible</li> <li>• Explore other religious celebrations including Succoth and Hanukah</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about and explore Christian religious festivals, especially Lent and Easter</li> <li>• Explore biblical symbols and the way that Christians worship God</li> <li>• Learn about the life and ministry of Jesus</li> <li>• Explore other religious celebrations including Jewish celebration of Pesach (Passover)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about and explore Christian religious festivals, especially Ascension and Pentecost</li> <li>• Learn about the life of the early church</li> <li>• Explore the effects of the Holy Spirit both in the New Testament and on people today</li> <li>• Explore other religious celebrations including the Jewish celebration of Shabbat (Sabbath)</li> </ul>
<p><b>Foundation Subjects</b></p> <p>Including:</p> <ol style="list-style-type: none"> <li>1.Computing</li> <li>2.Music</li> <li>3.History</li> <li>4.Design &amp; Technology</li> <li>5.P.S.H.E</li> <li>6.Art</li> <li>7.Geography</li> <li>8.Physical Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Use graphics and text to communicate messages; produce multimedia presentations; use the internet for research; write, test and debug simple algorithms</li> <li>2. Use clear diction, control of pitch and musical expression; learn to play the recorder; recognise pitch, duration, dynamics, tempo and silence</li> <li>3. Understanding that people from other societies have been coming to settle in Britain for a long time; investigate the finds of excavations to learn about the work of archaeologists</li> <li>4. Learn basic food preparation; develop designing and evaluating; develop making skills by learning to combine components; develop an awareness of health and safety</li> <li>5. Focus on 'New Beginnings' &amp; 'Getting On and Falling Out' and develop emotional aspects of learning</li> <li>6. Record from experience and imagination; investigate and combine visual and tactile qualities of materials and processes; compare ideas, methods and approaches in their own and others' work and say what they think and feel about them; explore materials and processes used in art, craft and design and how these can be matched to ideas and intentions</li> <li>7. Investigate land use, settlement and sustainability; investigate UK locality, physical and human features and links with other places; collect and record evidence; undertake fieldwork; make and use maps and plans</li> <li>8. Improve fitness and stamina in physical activity using skills of sending, receiving, travelling and handling; develop skills and tactics in tag rugby, football, hockey and netball</li> <li>9. Develop flexibility, strength, technique, control and balance through gymnastic activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop understanding of computer programming and debugging; construct algorithms; program robots to ask and answer questions</li> <li>2. Play simple tunes on the recorder; explore, choose and combine rhythmic and melodic material on tuned and untuned percussion instruments</li> <li>3. Develop their understanding of chronology; find out how Viking influence spread through different parts of the world and how, over a period of years, the Vikings eventually settled in Britain; use a range of sources to find out about Viking longboats; learn about King Alfred; learn how settlements develop over time; learn how early settlers provided many of the settlements we use today</li> <li>4. Learn about stiffening materials; learn about making stable structures through the context of free-standing photograph frames; design and make a free-standing photograph frame</li> <li>5. Focus on 'Good to Be Me' &amp; 'Going For Goals' and develop emotional aspects of learning</li> <li>6. Collect visual and other information to help them develop their ideas; use a variety of methods and approaches to communicate observations, ideas and feelings and to design and make images and artefacts; adapt their work according to their views and describe how they might develop it further; learn about the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>7. Geography topics are visited through learning about Viking settlements</li> <li>8. Perform dances using a range of movement patterns.</li> <li>9. Play competitive games (modified where appropriate) such as basketball, tag rugby, football, hockey, netball. Apply basic principles suitable for attacking and defending</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand computer networks including the internet; use search technologies effectively, appreciate how results are selected; use technology safely, respectfully and responsibly; use computing throughout the curriculum as a research and presentation tool</li> <li>2. Sing with clear diction, control of pitch and musical expression; play tunes on the recorder with control and rhythmic accuracy</li> <li>3. Continue to learn about the culture and way of life of the Anglo-Saxons and Vikings who settled in Britain; visit the Cranborne Ancient Technology Centre.</li> <li>4. Learn about control through investigating simple pneumatic systems; work as part of a team to design and make a model controlled by pneumatics; evaluate their designs</li> <li>5. Focus on 'Relationships' &amp; 'Changes' and develop emotional aspects of learning</li> <li>6. Record from experience and imagination; select and record from first-hand observation and explore ideas for different purposes; learn about materials and processes used in art, craft and design; look at the roles and purposes of artists, craftspeople and designers working in different times and cultures, such as Western Europe and the wider world</li> <li>7. Describe and understand key aspects of physical geography, including climate zones, rivers and the water cycle; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>8. Identify activities and exercises to use in a warm up; strike a ball with intent and throw it accurately when bowling and/or fielding; intercept and stop the ball with consistency; play games using a racket or bat; recognise that there are different styles of running, jumping and throwing</li> <li>9. Develop flexibility, strength, technique, control and balance through athletics activities</li> <li>10. Play competitive games (modified where appropriate) such as cricket, rounders and tennis</li> </ol>