

# National Curriculum Overview - Year 3



nt of nutrition, and

Science Vorking Scientifically (Lower Key Stage 2) - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and cardful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers

measurements using standard units, using a range of equipment, including thermometers and data loggest gathering, recording, classifying and presenting data in a variety of ways to help in asswering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar chars, and table from enquiries, including oral and written explanations, displays or reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions.

presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientificideas and processesusing straightforward scientific evidence to answer questions or to support the

ht identify and describe the functions of different parts of flowering plants: roots, sten leaves and flowers. explore the requirements of plants for life and growth (air, light, water, nutrients f and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pol seed formation and seed dispersal.

identify that animals, including humans, need the right types and amount of nutrition, at hat they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement.

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock.

t 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 a solid object indip patterns in the way that the size of shadows change.

Forces & Magnets

Compare how things move on different surfaces

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Compare how the surface have a surface how the surface have a surface how the surface how the surface how the surface have a surface how the s

at a distance observe how magnets attract or repel each other and attract some materials and not others

others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles

Geography

Key stage 2
Locational Knowledge
Iocate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coesist and rives), and land-use patterns; and understand how some of these to the sentity the position and significance of Bittikue Longitude E guater. Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricom, Arcticand Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human & Physical Geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanees and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

by aprince J SKIIIS & FletoWOTK use maps, altases, 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 field/work to observe, measure, record and present the human and physical features

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.

Computing

Key Stage 2 • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to axplain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the intermet, how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ey Stage 2
 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 improvise and compose music for a range of purposes using the inter-related

listen with attention to detail and recall sounds with increasing aural memory Issen whin attenuor to detail and other musical notations
 use and understand staff and other musical notations
 appreciate and understand a wide range of high-quality live and recorded music
 drawn from different radions and from great composers and musicians
 develop an understanding of the history of music.

Art & Design

Stage 2 to create sketch books to record their observations and use them to review and revisit

ideas
 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
 about great artists, architects and designers in history.

to creater to creater

recognise that soils are made from rocks and organic matter

Plants

Light

are facing.

Geographical Skills & Fieldwork

Animals (including humans)

## Lower Key Stage 2

- Lower Key Stage 2 Spoken Language (Years 1 to 6) I listen and respond appropriately to adults and their paers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary argona the strategies to build their vocabulary argona week and the strategies and opines maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring (deas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluated different veryoniss, attending to and building on the contributions of others

- of others
   select and use appropriate registers for effective communication

- Reading: Word Reading
   explosite to succerve commanisation
   explosite the second s

## Reading: Comprehension

- Beading: Comprehension
  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 refeling some of these erally
  increasing their familiarity with a wide range of books; including fairy stories, myths and
  legends, and refeling some of these erally
  increasing thems and plays registribs 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 independenty, ty:
  c. checking that the text makes sense to them, discussing their understanding and explaining
  the meaning of words in cortext
  a saking questions to improve their understanding of atext
  drawing inferences such as intering characters? leedings, thoughts and motives from their
  actions, and justifying inferences with evidence
  predicting work language actuation from hore-fiction
  reidentlying what information from hore-fiction
  reidentlying work language structure, and presentation contribute to meaning
  retrieve and record information from hore-fiction
  returned to themselve, taking turns and listening to what others asy.
  Working: Transcription

- Writing: Transcription

  use further prefixes and suffixes and understand how to add them (English Appendix 1)

- 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 [forexample, girds; 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.

 Writing: Handwriting
 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined
 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are paralel and equidistant; that lines d/writin are spaced sufficiently so that the ascenders and descenders of letters do not touch). iting

 Writing: Composition

 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

- and learn from its structure, vocabulary and grammar discussing and recording ideas Draft & 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)

- a varies an one of the cooked of an of an increasing varies of sentence subcures (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 & 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 heir own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

- and controlling the tone and volume so that the meaning is clear. Writing: Vocabulary, Grammar & Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: extending the reasonable settlences with mee than on clause by using a wider range of using the present perfect from of verbs in contrast to the pasttense e choosing nours or pronouns appropriately for clarity and cohesion and to avoid repetition using the punctions, adverbal and prepositions to express time and cause using tronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by in English Appendix 2 using commas after fronted adverbials

# Indiate by diaminated and other restance cay, • 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

## Languages

- Key Stage 2 I listen attentively to spoken language and show understanding by joining in and responding scyclore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words sound and meaning of words
- 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 integration so that others understand when they are reading aloud or using familiar words and phrases'
   present ideas and information orally to a range of audiences'
   present ideas and information orally to a range of audiences'
   broaden their vocabulary and develop their ability to understand new words that are introduced into familiar wither material, including through using a dictionary
   write phrases from memory, and adapt these to create new sentences, to express ideas clearly
   describe people, places, things and actions orally and in writing

- relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (\*) content will not be applicable to ancient languages.

## Physical Education

## Key Stage 2

- vsg stage z use running, jumping, throwing and catching in isolation and in combination 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
- perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming & Water Safety All schook must provide swimming instruction either in KS1 or KS2. • swim competentity, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front rawl, backstroke and breastst • perform safe self-rescue in different water-based situations.

- Number: Number & Place Value count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given
- number recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000 lidentify, represent and estimate numbers using different representations read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas.

## Number: Addition & Subtraction

- Number: Addition & Subtraction Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and hundreds a three-digit number and hundreds a dard addition and subtract numbers with up to the edigits, using formal written methods of columnar addition and subtraction estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

- more comprex addition and subtraction. mber: Multiplication & Division recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times can-digit solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

## nher Fractions

- Tractions count up and down in tenths; tecognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators recognise and use fractions as numbers: unit fractions and non-unit fractions with small recognise.
- ominators ignise and show, using diagrams, equivalent fractions with small denominators and subtract fractions with the same denominator within one whole for example, 5/7
- and and subtract incluois with the same denominator within one whole [nor +1/7 = 6/7] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above.

- asure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l(ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical
- contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks tell and write the time from an analogue clock, including using romain numerical and in to an and 12-hour alcoke and 24-hour clock and 24-hour clock set and a clock and 24-hour clock compare time in terms of seconds, numerical and hours, use vocabulary such as d'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and know the number of seconds in a minute and the number of days in each month, year and know the number of seconds in a minute and the number of days in each month, year and know the number of seconds in a minute and the number of days in each month, year and know the number of the seconds in a minute and the number of days in each month, year and know the number of the seconds in a minute and the number of the seconds i
- lab was a compare durations of events [for example to calculate the time taken by particular even or tasks].

less than a right angle identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

History

Pupils should continue to develop a chronologically secure knowledge and under-standing of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarly and difference, and significance. They should construct informed responses that involve thoughful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world

a non-European society that provides contrasts with British history - one study

Design & Jechnology

rgr: use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic materials.

against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bubs, buzzers and motors] apply their understanding of computing to program, monitor and control their products

**Egremont Primary** School

Cooking & Nutrition • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

ding of how to strengthen, stiffen and reinforce more c

Mayan civilization c. AD 900: Benin (West Africa) c. AD 900-1300.

changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain

uld continue to develop a chronologically secure knowledge and under-

# Geometry: Properties of Shapes • draw 2:D shapes and make 3:D shapes using modelling materials; recognise 3:D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that two right angles make a half-turn, three make three

Statistics

Key Stage 2 Pupils should

Key Stage 2

use rese

Evaluate

Technical Knowledge
 apply their understa structures

reared, caught and processed