



New City Primary School Subject Overview
Core Curriculum Overview Year 3
Autumn Term Two 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	<u>Non Fiction</u> Instructions	Narrative Familiar Settings The Sheep Pig	Narrative Familiar Settings The Sheep Pig	Narrative Familiar Settings The Sheep Pig	Poetry Shape poetry and calligrams	<u>Assessment Week</u>	Poetry Shape poetry and calligrams
<u>Grammar</u>	Suffixes and prefixes	Dialogue/Speech marks	Possessive apostrophe singular and plural nouns	Adverbs	Similes and metaphors	<u>Assessment Week</u>	Connectives
<u>Spellings</u>	Prefix dis/mis	/u/ sound spelt ou	Possessive apostrophe	Root words	Misspelt words	<u>Assessment Week</u>	Suffix - ous
<u>Comprehension</u>	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level	AF1/AF2 Use a range of strategies to read for meaning/understand describe, select or retrieve information, events or ideas from texts using quotation and reference.	AF2 Understand, describe, select or retrieve information, events or ideas from text and use quotations and reference to text.	AF3 Deduce, infer or interpret information, events or ideas from texts.	AF3 Deduce, infer or interpret information, events or ideas from texts.	<u>Assessment Week</u>	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level.
<u>Writing</u>	Read aloud their own writing to a group or to the class. To fully understand	Discussing and recording ideas Create settings, characters and plot. Composing and rehearsing	Create settings, characters and plot. Assessing the effectiveness of their own and others writing and	Use conjunctions, adverbs and prepositions to express time and cause Read aloud their	Discussing and recording ideas Composing and rehearsing sentences orally. Assess the	<u>Assessment Week</u>	Proof reading for spelling and punctuation errors. Read aloud their own writing to a group or to the

	the features of a non-chronological report and use them in writing.	sentences orally including dialogue.	suggesting improvements	writing to a group or the whole class	effectiveness of their writing and suggest improvements		whole class.
<u>Phonics</u>	Prefix dis/mis Disappear Disappoint Disobey Misbehave Mislead Misspell	/u/ sound spelt ou Young Cousin Double Trouble Couple Country	Possessive apostrophe Girls', boys', babies' (plurals ending in s)	Root words conscience, continue, decorate, describe, dictionary, difficult, discover, disturb, early, earn, earth,	Misspelt words Disappear Disappoint Beginning Business Necessary Unnecessary Necessarily	<u>Assessment Week</u>	Suffix - ous Poisonous Dangerous Mountainous Nervous Famous Various Tremendous
<u>Mathematics</u>	<u>Mental Strategies (x and ÷)</u> <u>Mental calculation strategies, partitioning, doubling and halving, x by 5 and 10 and halving, ÷ by 5 and ÷ by 10 and doubling using known facts, Grouping</u>	<u>Mental Strategies (x and ÷)</u> Reinforce strategies from week 1 Use the multiplicative language of place value	<u>Multiplication (Working towards written method)</u> Working towards the grid method for multiplication Use the positional language of place value	<u>Division (Division -Working towards written method)</u> Using grouping for division finding how many groups of the divisor are in the dividend, making arrays as guidance. Use the positional language of place value	<u>Shape</u> To explore 3D shapes and their properties. To sort 3D shapes (using a Venn or Carroll diagram)..	<u>Assessment Week</u>	<u>Shape</u> To explore nets of 3D shapes To investigate nets of 3D shapes
<u>Computing</u> <u>We are Bug Fixers</u> <u>Online Safety</u>	To recap on what an algorithm is. To explain a 'bug' in a programme.	To correct a performance bug in a programme.	To correct conceptual bugs in a programme.	To correct resource bug in a programme.	To explain how to debug the times table programme using logical reasoning.	To explain how to correct the joke programme.	To recap on the learning from the unit. To assess knowledge of the different bugs that can be encountered.

<p>Science Animals including humans</p>	<p>To draw a labelled diagram of bones in the body</p> <p>To identify the uses of the main bones in the body</p> <p>To identify how humans gain and use nutrition</p>	<p>To compare the nutritional value of a range of foods</p> <p>To explain each type of nutrient and why they are important</p>	<p>To classify animals with and without skeletons</p> <p>To compare the movements of animals with and without skeletons</p>	<p>To classify animals into invertebrates and vertebrate</p> <p>To explain how some animals do not need a backbone</p>	<p>Identify how different animals have different nutritional needs</p> <p>To compare and contrast the dietary requirements of some animals</p>	<p>Assessment Week</p>	<p>To investigate what foods have more preservatives</p> <p>To understand why foods use preservatives</p>