



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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	<u>Narrative</u> Project X The Thing in the Cupboard	<u>Narrative</u> Traditional Tales Innovation The Stinky Cheese Man	<u>Narrative</u> Traditional Tales Innovation The Stinky Cheese Man	<u>Non Fiction</u> Reports Report Writing Evacuation	<u>Non Fiction</u> Reports Report Writing Evacuation	<u>Assessment Week</u>	<u>Non Fiction</u> Instructions
<u>Grammar</u>	Punctuation - capital letters, full stops, commas, question marks and exclamation marks.	Connectives	Adjectives	Past and Present Tense	Verbs	<u>Assessment Week</u>	Prepositions
<u>Spellings</u>	Adding suffixes to words of more than one syllable	Suffix - ation	Suffix - ly	/i/ sound spelt y elsewhere than at the end of words	Root words	<u>Assessment Week</u>	Homophones
<u>Comprehension</u>	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.	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level.	<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>	Discussing and recording ideas	Create settings, characters and plot.	Assessing the effectiveness of	Discussing and recording ideas	Discussing and recording ideas	<u>Assessment Week</u>	Discussing and recording ideas

	<p>Create settings, characters and plot.</p> <p>Read aloud their own writing to a group or to the class.</p> <p>To use a range of descriptive techniques such as adjectives in threes, similes and metaphors.</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>To use a range of descriptive techniques such as adjectives in threes, similes and metaphors.</p>	<p>their own and others writing and suggesting improvements.</p> <p>To use a range of descriptive techniques such as adjectives in threes, similes and metaphors.</p>	<p>Use simple organisational devices such as headings and subheadings.</p> <p>Proof reading for spelling and punctuation errors.</p> <p>To fully understand the features of a non-chronological report and use them in writing.</p>	<p>Use simple organisational devices such as headings and subheadings.</p> <p>To fully understand the features of a non-chronological report and use them in writing.</p>		<p>Use simple organisational devices such as headings and subheadings.</p> <p>To fully understand the features of a non-chronological report and use them in writing.</p>
<b><u>Phonics</u></b>	<p><b>Adding suffixes to words of more than one syllable</b></p> <p>Forgetting Forgotten Beginning Beginner Prefer Preferred Gardening Gardener Limiting Limited Limitation</p>	<p><b>Suffix - ation</b></p> <p>Information Adoration Sensation Preparation Admiration</p>	<p><b>Suffix - ly</b></p> <p>Sadly Completely Usually Comically Happily Angrily</p>	<p><b>/i/ sound spelt y elsewhere than at the end of words</b></p> <p>Myth Gym Egypt Pyramid Mystery</p>	<p><b>Root words</b></p> <p>Accident, advertise, approve, benefit, behave, bicycle, breath, breathe, building, calendar, certain, concentrate, chocolate, congratulate,</p>	<b><u>Assessment Week</u></b>	<p><b>Homophones/near homophones</b></p> <p>Accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane,</p>

							rain/rein, scene/seen
<b><u>Mathematics</u></b>	<p><b><u>Place Value</u></b> Place Value - Teach terms: Positional</p> <p>Multiplicative</p> <p>Additive base10 (use alongside teaching Place Value to 1000)</p>	<p><b><u>Place Value</u></b> Link to measurement-practical activities with length, mass, capacity, money. Ordering and comparing, Greater than, less than, equals, rounding</p>	<p><b><u>Fractions:</u></b> Fractions - whole part relationships (birds and faces), link to division.</p> <p>Focus on halves, quarters and eighths. Take each fraction one at a time and explore that fraction of numbers, quantities and shapes (where shapes have fractions shown that are not the same shape) at the same time.</p>	<p><b><u>Addition and Subtraction skills</u></b> <b><u>Mental calculation</u></b> Mental Calculation - partitioning, doubling, halving, number pairs, multiples of 10 and adjusting, using known number facts, bridging through 10, counting on and counting back</p>	<p><b><u>Working towards written method - addition</u></b> Working towards written method for addition using subtraction as a check Consolidate vertical addition using partitioning Explore moving to the short method with exchanging</p>	<b><u>Assessment Week</u></b>	<p><b><u>Working towards written method - subtraction</u></b> Working towards written method for subtraction using addition as a check Teach vertical subtraction using Dienes and model the written method</p>
<p><b><u>Computing</u></b> <b><u>We are programmers.</u></b> <b><u>Programming an animation.</u></b></p> <p><b><u>Online Safety</u></b></p>	To research and learn about different types of animations.	To create a simple storyboard on the laptop.	<p>To design a background for the story.</p> <p>To create characters for the story.</p>	To programme animations for the story.	To programme sound to the storyboard using 'Scratch'.	To refine the programme and the animations.	To evaluate and improve the animations.
<b><u>Science</u></b> <b><u>Plants</u></b>	<p>To identify and label parts of a plant.</p> <p>To describe the functions of</p>	<p>To explain the process of photosynthesis</p> <p>To identify the importance of</p>	<p>To explore the requirements of plants for life and growth</p> <p>To identify the</p>	To investigate different requirements for growth for different plants.	<p>To investigate how water is transported around a plant</p> <p>To investigate the</p>	<b><u>Assessment Week</u></b>	<p>To explore the role of flowers in the life cycle of a plant</p> <p>To understand the role of pollination</p>

	different parts of flowering plants.	starch and carbon dioxide to plants.  To investigate the importance of fertilizer in the growth of a plant.	importance of decomposition for plant life  To explore decomposition in our local environment	To identify the life cycle of a plant that bears fruit.	importance of fertilizer in the growth of a plant.		
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