Term 2 Curriculum Overview
Year 3

	Mathematics	Reading	Writing	Concept
Week 1 *Apr 24*	**Number Sequences Symmetry**	**Comprehension Decoding Fluency**	**Sentence Fluency Conventions- Spelling**	***Science knowledge helps people to understand the effects of their actions. The Earth's rotation on its axis causes regular change.*** I understand the Earth's rotation on its axis causes regular changes, including night and day. I understand the Earth's surface changes over time as a result of natural processes and human activity. I understand science knowledge helps people to understand the effects of their actions. I can use a range of methods including tables and column graphs to represent data and to identify patterns and trends. With guidance, I can identify questions that can be investigated scientifically and predict what might happen based on prior knowledge.
Week 2 *May 1*	**Number Sequences Symmetry**	**Comprehension Decoding Fluency**	**Sentence Fluency Conventions- Spelling**	
Week 3 *May 8*	**Number Sequences Angles**	**Comprehension Decoding Fluency**	**Sentence Fluency Conventions- Spelling Organisation**	
Week 4 *May 15*	**Number Sequences Angles**	**Comprehension Decoding Fluency**	**Sentence Fluency Conventions- Spelling Ideas**	
Week 5 *May 22*	**Multiplication Data and Statistics**	**Audience and Purpose Decoding Fluency**	**Conventions- Grammar & Punctuation Conventions- Spelling Ideas**	
Week 6 *May 29*	**Multiplication Data and Statistics**	**Audience and Purpose Decoding Fluency**	**Conventions- Grammar & Punctuation Conventions- Spelling**	
Week 7 *Jun 5*	**Multiplication Data and Statistics**	**Audience and Purpose Decoding Fluency**	**Word Choice Conventions- Spelling Organisation**	
Week 8 *Jun 12*	**Multiplication Data and Statistics**	**Audience and Purpose Decoding Fluency**	**Word Choice Conventions- Spelling**	
Week 9 *Jun 19*	**Multiplication Data and Statistics**	**Audience and Purpose Decoding Fluency**	**Word Choice Conventions- Spelling Sentence Fluency**	

Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.

Where learning cycles are outlined to be completed is where post-testing is likely to occur. Teaching teams also engage with formative assessment throughout learning cycles with students.

Term 1 Curriculum Overview: Mathematics
Year 3

	Essential Learning	Learning Targets
Week 1- 4	**Number Sequences:** Students can describe, continue and create numbers patterns resulting from performing addition and subtraction and investigate odd and even numbers.	➔ I can describe the patterns created by increasing and decreasing number sequences ➔ I can explain why numbers are considered odd or even ➔ I can identify odd and even numbers ➔ I can create a number sequence to match a rule ➔ I can continue number sequences ➔ I can identify the rule of a single step number sequence
Week 1 - 2	**Symmetry:** Students can identify symmetry in the environment	➔ I can identify examples of symmetry in everyday life, and diagrams ➔ I can explain what symmetry is ➔ I can identify and describe flips, slides and turns in everyday life
Week 3 - 4	**Angles:** Students can compare angle sizes and identify angles as measures of turn.	➔ I can compare two angles to identify which is larger or smaller, in everyday situations ➔ I can identify angles in everyday situations (eg. clock arms and open doors) ➔ I can explain what an angle is
Week 5 - 9	**Multiplication:** Students can use efficient strategies to solve multiplication problems and recall multiplication facts of two, three, five and ten and related division facts.	➔ I can explain and apply the connection between multiplication and division (may not be fully assessed until after students have gone through both multiplication and division learning cycles) ➔ I can show that multiplication of 2 numbers can be done in any order (commutative) ➔ I can write a word problem to represent a multiplication number sentence ➔ I can represent a multiplication word problem as a number sentence ➔ I can represent and solve multiplication problems using a range of strategies ➔ I can recall multiplication facts for 2s, 3s, 5s, and 10s ➔ I can read, write and interpret multiplication number sentences using x and = symbols ** Unless otherwise stated, all learning targets are with single digit x single digit*
Week 5 - 9	**Data and Statistics:** Students can collect and organise data, involving categorical variables, in a variety of ways and interpret and compare data displays.	➔ I can draw reasonable conclusions from data displays ➔ I can interpret and compare a range of data displays ➔ I can display data in a variety of ways, including column graphs ➔ I can collect data and organise it into categories ➔ I can plan my investigation: identify sources of data to answer a question, plan how to collect the data and how to record it efficiently ➔ I can identify a purposeful question or issue to investigate

Term 1 Curriculum Overview: Reading
Year 3

	Essential Learning	Learning Targets
Week 1 - 4	**Comprehension:** I can use comprehension strategies to build literal and inferred meaning about events, ideas and information in a text.	→ Determining Importance:I can determine important ideas, events or details in a text. → Inferring: To use prior knowledge and text clues to build inferential comprehension. → Connections: I can use a text to make connections between the information in print and images and make: - Text to text connection - Text to self connection (personal experiences) - Text to world connections And share these responses with others. → Predicting: I can make predictions using text clues and prior knowledge → Questioning I can answer literal and implied questions using text clues and prior knowledge.
Week 5 - 9	**Audience and Purpose:** I understand how content can be organised using different text structures depending on the purpose of the text.	→ I can identify the effect of an image on an audience in books, advertisements and film segments. → I can identify the effect of language choice on an audience (verb choice, tense and types of sentences.) → I am familiar with some typical structures and language features of different types of texts (e.g. narratives, procedures, reports and reviews). → I understand how different types of texts vary in their use of language choices, depending on their audience. → I can identify the features of online texts that enhance navigation → I can discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative **Analyse and evaluate texts:** → Evaluate texts based on context, text structures and language features. → Develop criteria for establishing personal preferences for texts. → Identify the point of view in a text and suggest alternative points of view
Week 1 - 9	**Decoding:** I can use a range of strategies to monitor meaning when I am reading and decode more complex words in a Year 3 level text.	**Reading a Year 3 levelled text, I can:** → Clarify unknown words and phrases to better understand a text. (substituting, using base words, looking for known words, affixes) → Use blending and I can use knowledge of letter-sound relationships to read more complex words. segmenting to read more complex words. → Use strategies, including confirming, rereading and cross-checking, to help me to understand what I read. → Use my understanding of prefixes, suffixes and homophones to support my reading and comprehension. → Read an increasing range of imaginative, informative and persuasive texts.
Week 1 - 9	**Fluency :** I can read a range of Year 3 levelled texts aloud, with fluency and intonation	**Using a Year 3 levelled text, I can:** → Pause, change the tone, stress and pitch of my voice according to the punctuation and context of a text. → Read at an appropriate rate. → Adapt my phrasing when reading texts with varied sentence structures.

Term 2 Curriculum Overview: Writing
Year 3

	Essential Learning	Learning Targets
Week 1- 4	**Sentence Fluency** The way words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.	→ I am **beginning** to intentionally use a variety of sentence structures to enhance my writing → I am **beginning** to use a variety of sentence beginnings → I am **beginning** to include complex sentences using conjunctions (eg: when, because) → I am **beginning t**o use a variety of sentence types within my writing, such as: questions, statements, commands and exclamations → I can adapt the language features and patterns I encounter in literary texts to enhance my sentences
Week 5 - 6	**Conventions: Grammar & Punctuation** The mechanical correctness of the piece. Correct use of conventions (capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.	→ I can **consistently** use commas to separate items in a list of nouns. → I can **consistently** capitalise a wider range of proper nouns to include: key events, names of places and titles → I am **beginning** to write accurate compound and complex sentences, and I maintain subject-verb agreement in simple and compound sentences → I employ a range of tenses in my writing to represent processes, maintaining consistent tense within and between sentences and beginning to maintain tense at a whole text level → I know that apostrophes are used to signal missing letters in a contraction and am beginning to accurately include common contractions in my writing. → I can reread and edit my writing to check for correct punctuation and grammatical choices, including both the accurate and inaccurate usage of apostrophes in common contractions.
Week 7 - 9	**Word Choice** The specific vocabulary the writer uses to convey meaning and enlighten the reader	→ I am **beginning** to use some simple figurative language devices (e.g. simile) and creative wordplay (e.g. repetition and alliteration) to affect the reader → I am **beginning** to use a wide range of verbs in order to express greater detail e.g. tiptoed instead of walked → I am **beginning** to use a range of technical and subject specific words to add authority and credibility to my writing (e.g. hibernate instead of sleep) → I am **beginning** to use adjectives to persuade (e.g. dangerous behaviour) → I am **beginning** to use adjectives in complex noun group adjectives to create more accurate description (e.g. that tangy, lemon-scented aroma) and to include details of participants, give opinion and classify ('that crazy, little cattle dog') → I can use cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as next, since) → I can use synonyms to replace common and generic words in order to avoid repetition across a text (e.g. thrilled for excited) → I can refine my use of vocabulary so that is appropriate to my writing purpose and text type, and conveys my intended meaning

Week 1 - 9	**Conventions: Spelling** The mechanical correctness of the piece. Correct use of conventions (spelling) guides the reader through the text easily.	➔ I can correctly write all words from the hundred high-frequency word list ➔ I can use less common vowel digraphs (e.g. head, suit) and write words using diphthongs correctly (e.g. house, boil) ➔ I can **consistently** write all common contractions correctly and know that apostrophes of contraction signal missing letters (doesn't) ➔ I can correctly spell common homophones (hear, here) ➔ I can use my knowledge of prefixes and suffixes to write words with common prefixes and suffixes (unhappy, helpful) ➔ I can use some learnt spelling generalisations to attempt to spell unknown words (drop e from a base word when adding a suffix) ➔ I can use my etymological knowledge and orthographic knowledge in addition to my phonic, visual and morphemic knowledge to attempt to spell unknown words ➔ I can identify spelling errors and attempt to correct them using spell check and authoritative sources (dictionaries, web search) ➔ I can reread and edit my writing for spelling using digital and print dictionaries, glossaries and spell check
Week 3 & 7	**Organisation** The internal structure of the piece – the thread of logic, the pattern of meaning.	➔ I am **beginning** to use well-structured paragraphs with topic sentences, to support my reader ➔ I am **beginning t**o include structural features that are appropriate to the type of text or task ➔ My writing has a clear beginning, middle and end (orientation/body/conclusion) ➔ I am **beginning** to use cohesive devices appropriate to the type of text or task; ie: to link ideas in a text, link arguments, or signpost sections of a text. ➔ I can re-read and edit my writing specifically to check that the organisation and structure of my writing supports my reader
Week 1 - 9	**Presentation** The physical appearance of the piece.	➔ I use joined letters that are accurately formed and of consistent size ➔ I use word processing programs with growing speed and efficiency ➔ I am developing quick finger action when typing ➔ I publish texts that feature combinations of print, visual and audio element
Week 4 & 5	**Ideas** The piece's content – its central message and details that support that message	➔ I am **beginning** to write across a broader range of subjects/learning area purposes when writing imaginatively/to entertain ➔ I am **beginning** to write across a broader range of subjects/learning area purposes when writing to inform ➔ I am **beginning** to write across a broader range of subjects/learning area purposes when writing to persuade ➔ I include information, ideas and arguments that are relevant to the topic and purpose of my text ➔ I can use details and images to elaborate upon and support my ideas, from a range of sources ➔ I can draw inspiration from my own culture, as well as the culture of others, when developing characters, settings and events