

Year 3 Curriculum

In Year 3, our topics are:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Ancient Egypt Christmas	Healthy Living The World Around Us	Reading Rainforest

In Year 3 we cover the following objectives:

Maths

Number and place value

Pupils should be taught to:

- 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
- identify, 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.

Addition and Subtraction

Pupils should be taught to:

- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, 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.

Multiplication and Division

Pupils should be taught to:

- 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 one-digit numbers, using mental and progressing to formal written methods
- 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.

Fractions

Pupils should be taught to:

- 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

- 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 denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.

Measurement

Pupils should be taught to:

- measure, 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
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'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 leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry

Pupils should be taught to:

- 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 quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Pupils should be taught to:

- 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.

English

Reading

The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including these features:

- chapters that are often fairly short and made up of whole pages of text
- storylines/content at an age-appropriate interest level
- books may have a theme as well as plot
- illustrations that are used to break up, rather than to support, text
- more technical vocabulary and less known words but still fairly familiar settings
- sentences that are more complex e.g. re-ordering of information in the sentence (fronted adverbials), time, place and cause expressed using conjunctions, adverbs and prepositions
- characters and settings that are more complex
- some description that implies, rather than states, character feelings and motivations leaving space for inference.
- some use of simple figurative language
- time, place and cause are expressed using conjunctions, adverbs and prepositions

- pronouns that are used to replace nouns requiring children to keep tracking their understanding
- non-fiction texts that are placed in a broader context and provide a higher level of detail

Books should be selected that children are able to read accurately and at a speed that is sufficient for children to focus on understanding rather than decoding individual words. Texts should include, in addition to fairy tales, a selection of myths and/or legends (abridged or heavily illustrated) retelling some of these orally.

Children should listen to a wide range of fiction, plays reference books or textbooks and read for a range of purposes.

Children should be more confident in choosing their own books. They should begin to have developed a favourite author or type of book. They should be able to sustain their reading on their own.

Comprehension

- analyses and compares plot structure
- suggests reasons for actions and events
- identifies and understands meanings of a wide range of conjunctions used to link events together
- recognises different narrative genres
- comments on the effect of scene changes e.g. *moving from a safe to a dangerous place to build tension*
- predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct
- extracts information from tables and charts
- identifies new vocabulary and sentence structure and discusses to develop understanding uses dictionaries independently to check meaning of new vocabulary
- asks increasingly informed questions to improve understanding of a text
e.g. *'I wonder if this is like because (linking to other texts)', 'Perhaps he did that because (linking own experiences/that of other characters)'*
- retrieves information from text where there is competing (distracting) information
- uses contents pages and indexes to locate, retrieve and record information from non-fiction texts
- summarises main ideas from a text drawn from more than 1 paragraph.
- recognises the move from general to specific detail
- notices the difference between 1st and 3rd person accounts
- participate in discussions both about books that are read to them and those they can read for themselves, taking turns and listening to what other say.

Inference

- infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story
- identifies evidence of relationship between characters based on dialogue and behaviour
- identifies with characters and makes links with own experiences when making judgements about the characters' actions
- refers back to the text for evidence when explaining
- justifies their views about what they have read

Language foreffect

- can explain how words/phrases in the description are linked to create an overall and consistent impression on the reader, for example, 'what other words/phrases in this passage tell us that he is a sinister character?
 - identifies how settings are used to create atmosphere e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?
 - identifies a range standard words/phrases used at various stages of a narrative, introduction, build up etc?
 - analyses the use of language to set scenes, build tension or create suspense
- comments on use of language using terminology including alliteration, rhythm, rhyme, simile

Themes and conventions

- begins to identify themes across texts e.g. *friendship, good and evil, bullying*
- evaluates effectiveness of texts in terms of function, form and language features
- identifies the conventions of different types of writing e.g. *greetings in a letter/email, diary entries, numbers and headings in instructions*
- identifies how language structure and presentation (*font size, bold, calligrams*) contribute to meaning
- recognises some different forms of poetry

prepares poems to read aloud and perform, showing understanding through intonation, tone, volume and action.

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading:

(in addition to previous terminology) preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speechmarks')

Writing

Effect on audience

- discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar.
- uses some detail in the description of setting or characters' feelings or motives
- in narratives, creates settings, characters and plots.
- begins to use figurative language including similes
- writes narratives or a scene from a narrative showing a contrast in viewpoint
- attempts to adopt a viewpoint
- ensures relevant details are included
- selects and uses formal and informal styles and vocabulary appropriate to the purpose/reader
- shows awareness of the reader by proof reading for spelling and punctuation errors.

Plans writing by discussing and recording ideas

Drafts writing by composing and rehearsing sentences orally, progressively building a rich vocabulary.

Reads aloud own writing to a group or the whole class, using appropriate intonation. Makes meaning clear by controlling tone and volume.

Evaluates the effectiveness of their own and others' writing and suggests improvements.

Introduce the following grammatical terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speechmarks')

Sentence structure and punctuation

- Uses a wider range of conjunctions (including when, if, because) to add clauses.
- expresses time, place and cause using conjunctions [*e.g. when, although, if, because, before, after, while, so*], adverbs [*e.g. then, next, soon, therefore*], or prepositions [*e.g. before, after, during, in, because of*]
- uses inverted commas to punctuate direct speech
- uses the present perfect form of verbs instead of the simple past
e.g. 'He has gone out to play' contrasted with *'He went out to play'*
- shows some developing evidence of commas to mark grammatical boundaries within sentences

Text organisation

- plans and writes stories based on own experience using the structure (opening, dilemma/ conflict/ problem, resolution, ending), ending text effectively
- uses paragraphs to organize ideas
- writes an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making decisions about how the plot will develop
- includes a structured sequences of events linked using conjunctions and adverbs
- uses a wider range of phrases to sequence events *e.g. moving on from 'first', 'then', 'next' to 'after a while'*, (emerging use of adverbials to lay the ground for year 4)
- uses basic conventions for written dialogue and includes some dialogue that shows the relationship between two characters
- uses either 1st or 3rd person consistently
- turns notes into sentences grouping information, often moving from general to more specific detail
- in non-narrative material, uses simple organisational devices such as headings and subheadings to organise information.

uses the features of poetic forms studied (*e.g. haikus, tankas and kennings*)

Handwriting

- beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- increases the legibility, consistency and quality of handwriting
e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Spellings

The phonics element of the programme of study for Year 3 and 4 must be prioritised and secured in Year 3.

Examples of words with the following sounds can be found in the National Curriculum English Appendix 1 (spelling)

- spells words with endings sounding like -sure, -ture, -sion
- spells endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
- spells words with the /k/ sound spelt ch (Greek in origin)
- spells words with the /ʃ/ sound spelt ch (mostly French in origin)
- spells words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)
- spells words with the /s/ sound spelt sc (Latin in origin)
- spells words with the /eɪ/ sound spelt ei, eigh, orey
- uses further prefixes and suffixes and understand how to add them
- spells homophones (see NC English Appendix 1)
- spells words that are often misspelt (English Appendix 1)
- places the possessive apostrophe accurately in words with regular plurals
- independently uses first 1-2 letters of a word to locate it in a simple dictionary
- makes some attempted use of thesauruses

Science

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, 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 pollination, seed formation and seed dispersal

Animals, including humans

Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that 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

Rocks

Pupils should be taught to:

- 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
- recognise that soils are made from rocks and organic matter

Light

Pupils should be taught to:

- 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 an opaque object
- find patterns in the way that the size of shadows change

Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Art and design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

PSHE and Citizenship

The National Curriculum PSHE & Citizenship guidelines are divided into five sections:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as a citizen.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Breadth of opportunities.

PSHE and Citizenship at Birch Copse will also be taught through the use of the Social and Emotional Aspects of Learning (SEAL) materials. These materials provide important opportunities to enhance our school's PSHE and Citizenship provision as they were issued after the introduction of the National Curriculum. The objectives of these SEAL materials will be met through a whole school 'SEAL Day' at the start of each half term (see list below) and some of the PSHE and Citizenship objectives taken from the National Curriculum will also be covered during these days (see Key Stage tables). Specific PSHE and Citizenship objectives may also be covered through annual whole school 'Themed Days' e.g. 'Healthy Living Day'. At Birch Copse School our day to day classroom and whole school ethos also supports the coverage of PSHE and Citizenship objectives.

Breadth of Opportunities

During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well (SEAL Day 1)]
- feel positive about themselves [for example by having their achievements recognised and by being given positive feedback about themselves (SEAL Day 3 & 4)]
- take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues (SEAL Day 2)]
- ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

Developing confidence and responsibility and making the most of their abilities

Pupils should be taught:

- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

Preparing to play an active role as citizens

Pupils should be taught:

- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

Developing a healthy, safer lifestyle

Pupils should be taught:

- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread

Developing good relationships and respecting the differences between people

Pupils should be taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Computing

- 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 explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
- 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

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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.

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, according to their functional properties and aesthetic qualities

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products 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

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- 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
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages

Pupils should be taught to:

- understand simple classroom commands, short statements and questions
- understand speech spoken clearly, face-to-face or from a good-quality recording, with no background noise or interference.
- respond to repetition and gesture.
 - understand the numbers 1-20.
- respond briefly, with single words or short phrases, to what they see and hear. **(e.g. 'On fait la fête (Celebrations), Unit 3, 'Les quatresamis (The four friends), Unit 5).**
- Pronounce words with support from a spoken model and visual cues **(e.g. 'Moi' (All about me), Unit 1, 'Portraits (Portraits), Unit 4).**
- Say and pronounce correctly, the numbers 1-20.

- show that they understand single words presented in clear script in a familiar context. Pupils may need visual cues (*e.g. Capousse (Growing things), Unit 6. This, however, can be applied across all topics through using clear visual aids such as flashcards*).
- copy single familiar words correctly (*e.g. Portraits (Portraits), Unit 4*).
- label items and select appropriate words to complete short phrases or sentences (*e.g. Les Quatres Amis (The four friends), Unit 5*).
- develop an awareness of the different languages spoken by children in their school (*See Moi (All about me), Unit 1, Lesson 1*).
- locate countries where the target language is spoken (*e.g. by identifying different countries where the target language is spoken, by learning some facts about one country such as climate, main towns, famous landmarks, products*).
- identify social conventions at home and in other cultures (*e.g. by learning about polite forms of addressing others, by knowing how to greet native speakers, by recognising some typical names*).
- make indirect or direct contact with the countries where the language is spoken (*e.g. by having contact with a native speaker, by viewing a video or media resource about the country, by sending an e-mail, letter or postcard to a partner school*).

Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on 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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.

Human and physical geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts and rivers.
- 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 .

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

- Use the eight points of a compass, four-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 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.

History

Pupils should continue to develop a chronologically secure knowledge and understanding 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, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

They will:

- Study our local area over time and consider significant changes.
- Investigate what life was like in Ancient Egypt.
- Study Mayan civilization.

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance.
- perform dances using a range of movement patterns

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively.