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| St Margaret’s C of E Primary School |

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| Curriculum content for Year 3 | | | | | | | |
| English | | | | | Maths | | |
| Priority Objectives | | | | Schemes/Resources | Priority Objectives | | Schemes/Resources |
| **Reading –** (Fictional characters featured to help hunt for clues and ask questions about the text we are reading)  Listen and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  identify themes and conventions in a wide range of books  prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discuss words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry  ask questions to improve their understanding of a text  participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context (Vocabulary Victor)  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence (Iggy Inference)  predicting what might happen from details stated and implied (Predicting Pip)  identify main ideas drawn from more than 1 paragraph and summarising these (Summarising Sheba)  identify how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction (Rex Retriever)  identify/explain how information/narrative content is related and contributes to the meaning as a whole and make comparisons within the text – link the text to another text or film (Cassie the Commentator)  identify/explain how meaning is enhanced through choice of words and phrases (Arlo the Author)  **Handwriting**  use diagonal and horizonal strokes, understand which letters should be left unjoined.  **Spelling**  use the first 2/3 letters of a word to check a spelling in a dictionary; add prefixes and suffixes to root words; recognise and spell homophones; spell commonly mis-spelt words from the Y3/4 word list; spell words correctly which are in a family  **Composition**  discuss models of writing (structure, grammatical features and vocabulary); compose sentences using a wider range of structures; write a narrative with clear structure, setting, characters and plot; suggest improvements to my own writing and that of others; make improvements to grammar, vocabulary and punctuation; use a range of sentences with more than one clause by using a range of conjunctions; use perfect form of verb to mark relationship of time and cause; proof-read to check for errors in spelling and punctuation.  **Grammar, Text structure and Punctuation**  express time, place and cause by using conjunctions, adverbs and prepositions  start to use paragraphs  use headings and sub-headings  use the present perfect form of verb instead of the simple past  use inverted commas to punctuate direct speech.  **Age – appropriate texts for year 3:** | | | | **Roald Dahl:** Author Study, instruction writing, chants, George’s Marvellous Medicine focus  **Robots:** fiction story, comic strip, report writing,  **Dragons:** fantasy bedtime story, description, retelling  **Aliens:** suspense and mystery story, report writing  **Heroes & Villains:** diary, report  **Chocolate:** description and poetry, persuasion  **Online Resources:** spag.com | **Number and 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 * read and write numbers up to 1000 in numerals and in words   **Calculations**   * 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. * recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables   **Fractions**   * 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   **Measurement**   * 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 over time   **Geometry**   * solve problems, including missing number problems * 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**   * interpret and present data using bar charts, pictograms and tables * solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables | | White Rose Maths  Gareth Metcalfe – I See Reasoning  Maths on Target  **Online resources:** Times Table Rock Stars, Mathletics |
| Beaver towers  Cheat  Drangonolgy  Friend or foe  Horrid Henry  Monster and chips  Oliver and the Seawigs  Running wild  The animals in farthing wood  The firemarker’s daughter | The Egyptian Cinderella  The hundred-mile-an-hour dog Weddell The world’s worst wizard,  The miraculous journey of Edward Tulane  The sandman and the turtles  The sleeping Sword  The vanishing rainforest  The witches  Window The year of Billy Miller  You wait till I’m older than you | Bill’s new frock,  Danny the champion of the world  Fantastic Mr. Fox  George’s marvellous medicine James and the giant peach  I believe in unicorns  My naughty little sister  Stich head  Stig of the dump  The BFG  The twits | Charlie and the chocolate factory  Diary of a killer cat  Flat Stanley  Fly eagle fly  Hodgeheg  Red wall  Stone age bone age,  The lion and the unicorn  The one and only Ivan  The stone mouse |
| Curriculum Enhancement | | | | | **Intended visits:** | **Clubs – Optional:** | |
| * Y3/ Y5 Production * Sports Day * Online safety Workshop * Sparks (Fire Safety) workshop * Harvest, Remembrance, Christmas and Easter Services * Global Celebrations Day * Safer Internet Day * Fairtrade Fortnight * World Book Day * DT Foodie Focus week | | | | | * Termly: Class visits to St. Margaret’s Church * Spring term: history field trip (TBC) | * Fizz Pop Science (Spring) * Magical Maths (Autumn) * Dance Club (Summer) * Aspire Sports (various clubs across year) * KS2 Choir | |

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| Science | | | | | | | | | | |
| **Topics (Scheme: Snap Science)**  **Our changing world**   * Investigate nature around us throughout the year. – how does it change?   **Amazing bodies**   * 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 animals have skeletons and muscles for support, protection and movement.   **Can you see me?**   * 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 * Find patterns in the way that the size of shadows change   **The power of forces**   * Compare how things move on different surfaces * Note that some forces need contact between two objects, but magnetic forces can act at a distance * Observe how magnets attract or repel each other & attract some materials but not others * Compare & group everyday materials on basis of whether they are attracted to a magnet, and id magnetic materials * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing. | | | | | **How does your garden grow?**   * Identify and describe the functions of different parts of flowering plants * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant * Investigate way in which water is transported within plants * Explore part that flowers play in life cycle of flowering plants (pollination, seed formation & dispersal)   **Rock detectives**   * 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. * Ask relevant questions and use different types of scientific enquiries to answer them   **Lower KS2 Working Scientifically Objectives**   * Set up simple practical enquiries, comparative and fair tests * Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * Gather, record, classify and present data in a variety of ways to help in answering questions * Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * Identify differences, similarities or changes related to simple scientific ideas and processes * Use straightforward scientific evidence to answer questions or to support their findings. | | | | | |
| Art & Design | P.S.H.E. | Computing | Design Technology | Languages | | Geography | History | Music | Physical Education | Religious Education |
| * **Quentin Blake (Artist study):** What is an illustrator and can I be an illustrator? * **Patterns and prints:** Where can we find patterns and prints and can I create my own? * **Pop Art:** What is pop art and who is Andy Warhol? | **Scheme: Jigsaw PSHE**   * Being Me in My World * Celebrating Difference * Dreams and Goals * Healthy Me * Relationships * Changing Me | **Scheme: ilearn2**   * **Computer Science:** Programming in Scratch, programming in Kodu * **Information Technology**: Typing skills, comic creation, music creation, document editing and creation, 3D design, infographics, branching databases, digital art, digital storyboard | **Scheme: PlanBee**  **Investigate, design, make, evaluate my own:**   * **Free-standing photo frame:** strength and practically free-stand * **Moving monsters** – air pressure (pneumatic system) * **Making sandwiches** – healthy eating and nutrition | **Scheme: Twinkl**   * **Getting to know you:** greetings, Numbers 0 – 10 * **All about me:** classroom instructions, my body, actions, colours, clothes * **Food glorious food:** please may I have, preferences, what did he eat? I’m hungry * **Family and friends:** meet my family/pets, alphabet, how do you spell? My home * **Our school:** What’s in the classroom? What’s in your pencil case? School subjects, around our school, what do you like to do? * **Time:** counting 11 – 31, days, months, birthdays, what’s the date? Yesterday, today, tomorrow   **French culture:**   * **Famous French people:** research and study a range of famous people including sportsmen, inventors and artists * **Hot air balloon festival:** who created hot air balloons and why do they have a festival? * **Tour de France:** history of the sport and design an outfit | | **Scheme: Connected Geography**   * How and why do places change over time? * Beyond the magic kingdom (Florida): What is the sunshine state really like? * Why do so many people live in megacities? | **Scheme: Connected History**   * How did the lives of ancient Britons change during the Stone Age? * What is the secret of the standing stones? (Bronze Age Britain) * How do artefacts help us understand the lives of people in Iron Age Britain? | **Scheme: Charanga**   * **Let your spirit fly:** perform an R&B song as a band * **Three little birds (a reggae song):** rhythm and tempo * **The dragon song:** folk melodies and singing together * **Bringing us together:** disco song about friendship, peace, hope and unity * **Recorders Blown Away Book 2:** compose a piece of music      * **Reflect, rewind and replay:** listen and appraise | **Scheme: GetSet4PE**   * Ball skills * Gymnastics * Dance * Fundamentals * Yoga * Tennis * Athletics | **Schemes: Sandwell SACRE & Understanding Christianity**   * Love and friendship: How do we show we care? * Christmas around the world * Why do Christians call the day Jesus died Good Friday? * Leaders of the bible: Moses * What does it mean to be Jewish? * How are Christians and Jewish families led? |
| Online Safety | |
| **Scheme: Project Evolve**   * Self-image and identity * Online Relationships * Online Reputation * Online Bullying * Managing Online Information * Health, well-being and lifestyle * Privacy and security * Copyright and ownership | |