Tatsfield Primary School Year 3 Curriculum

English

Reading – Word

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

Reading – Comprehension

Develop positive attitudes to reading and understanding of what they read by:

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Reading books that are structured in different ways and reading for a range of purposes

Using dictionaries to check the meaning of words that they have read

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Identifying themes and conventions in a wide range of books

Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Discussing words and phrases that capture the reader's interest and imagination

Recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, In books they can read independently, by:

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Asking questions to improve their understanding of a text

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Predicting what might happen from details stated and implied

Identifying main ideas drawn from more than one paragraph and summarising these

Identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Spelling Punctuation and Grammar

A breakdown of spelling, punctuation and grammar can be viewed in the Tatsfield progression booklet and the National Curriculum

Writing-vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in the National Curriculum English Appendix 2 by:

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Using the present perfect form of verbs in contrast to the past tense

Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Using conjunctions, adverbs and prepositions to express time and cause

Using fronted adverbials

Learning the grammar for years 3 in English Appendix 2

Indicate grammatical and other features by:

Using commas after fronted adverbials

Indicating possession by using the possessive apostrophe with plural nouns

Using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Tatsfield Primary School Year 3 Curriculum

Writing

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition

Plan writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discussing and recording ideas

Draft and write by:

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Organising paragraphs around a theme

In narratives, creating settings, characters and plot

In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing and suggesting improvements

Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Range of opportunities

Fiction

Write stories

Write stories that contain the features of myths or legends

Write stories of adventure

Write stories with imaginary settings

Write in the style of a significant author

Write stories inspired by reading across the curriculum

Write plays

Non- Fiction

Write instructions

Write letters

Write recounts

Write persuasively

Write non-chronological reports

Write formally

Poetry

Write poems that convey an image

Communication – Across KS2

Listen and respond appropriately

Ask relevant questions to extend understanding and knowledge

Use relevant strategies to build vocabulary

Articulate and justify answers, arguments and opinions

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Speak audibly and fluently with an increasing command of Standard English

Participate in discussions, presentations, performances, role play, improvisations and debates

Gain, maintain and monitor the interest of the listener(s)

Consider and evaluate different viewpoints, attending to and building on the contributions of others

Select and use appropriate registers for effective communication

Tatsfield Primary School Year 3 Curriculum

Mathematics

Number- 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

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

Number – addition and subtraction

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

Number – multiplication and division

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

Number – 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 [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

Compare and order unit fractions, and fractions with the same denominators

Solve problems that involve all of the above

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 [for example to calculate the time taken by particular events or tasks]

Geometry – Properties of shapes

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

Tatsfield Primary School Year 3 Curriculum

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

Science

Working scientifically

Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or to support their findings

Plants

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

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

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

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

Forces and Magnets

Compare how things move on different surfaces

Notice that some forces need contact between two 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 two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing

Gardening

Growing summer flowers from seeds
(linked to Science Studies)

Tatsfield Primary School Year 3 Curriculum

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

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

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

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

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Art

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

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. -Ephemeral art sculptures, clay sculptures

Learn about the great artists, architects and designers in history -*Claude Monet*

Design Technology

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, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make:

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, 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 in design and technology have helped shape the world – *French Impressionism*

Technical knowledge:

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

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

Apply understanding of computing to program, monitor and control their products

Cooking and Nutrition

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: Sandwiches/ baguette/ wraps and fillings

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

Geography

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities

Tatsfield Primary School Year 3 Curriculum

Place knowledge
Understand geographical similarities and differences through the study of human and physical geography of a region of a European country

Human and Physical Geography
Describe and understand key aspects of:
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 to build their knowledge of the United Kingdom and the wider world

History

A non-European society that provides contrasts with British history –
Mayan civilisation c AD 900

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Foreign Language- French

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Music

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose 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

Use running, jumping, throwing and catching in isolation and in combination

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Perform dances using a range of movement patterns

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

PSHE RSE

Me and My Relationships
I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Valuing Difference
I can give examples of different community groups and what is good about having different groups.

I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

Keeping Myself Safe
I can say what I could do to make a situation less risky or not risky at all

I can say why medicines can be helpful or harmful.

I can tell you a few things about keeping my personal details safe online.

I can explain why information I see online might not always be true.

Tatsfield Primary School Year 3 Curriculum

Rights and responsibilities

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Being My Best

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Growing and Changing

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.