

Curriculum: Year 3 Queen's Park Primary School

English

Lower Key Stage 2

Spoken Language (Years 1 to 6)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge use
- relevant strategies to build their 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, roleplay, 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.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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 *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

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

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 not joined
- increase the legibility, consistency and quality of their handwriting [for example, 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].

Writing: Composition

Plan their 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 & write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- 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 & 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.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in 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 and 4 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

Languages

Understand a few familiar spoken words and phrases: e.g.

Classroom instructions

Greetings

Colours

Numbers (1-10, 11-15)

Say and repeat single words and short simple phrases: e.g.

greeting someone (bonjour, salut and au revoir, à tout à l'heure and à bientôt)

Words for animals

Numbers (1,10 then 11-15)

Introducing themselves and age (je m'appelle, J'ai... ans)

Giving an opinion (j'adore/je déteste)

Recognise and read out a few familiar words and phrases: e.g. from stories/

rhymes/ songs.

Write or copy simple words or symbols correctly - e.g.

Names of some animals

Physical Education

Football

Hockey

Basketball

Gymnastics

Rounders

Tennis

Dance

Handball

Cricket

Athletics

PSHE

- New Beginnings/ Democracy/ Global Citizenship
- Getting on and Falling Out/ Say no to Bullying/ Online safety
- Mental health and Wellbeing/ Gender/ Good to be Me
- Drugs and Alcohol (Safety and risk in everyday medicines and drugs)
- Relationships/ Protective Behaviours
- Changes and moving forward/
- Relationships/ Sex and health
- Education (Naming male and female body parts)
- Feeling good about ourselves (different families/ healthy friendships)

Maths

Number: Number & 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 & 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 & 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

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 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 [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

History

To be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and the difference and similarities between groups of peoples within those periods.

To be able to use a range of sources of information to find out answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find out about the past using different sources of information.

To have knowledge and understanding of some of the people, events and periods from the history of their locality, Britain, and the wider world and be able to place these into different periods of time.

To understand some of the different technological, scientific, cultural, and aesthetic achievements of groups of peoples, along with some of the social, political, religious, and economic systems from the past.

To be able to compare achievements and systems from the past with both other places/groups of peoples within the time period and the present.

To understand and use complex abstract concepts such as 'monarchy' 'peasantry'

To be able to explain historical events with cause and effect.

Design & Technology

- Generate ideas for an item, considering its purpose and the user/s
- Identify a purpose and establish criteria for a successful product.
- Plan the order of their work before starting
- Explore, develop and communicate design proposals by modelling ideas
- Make drawings with labels when designing
- Select tools and techniques for making their product
- Measure, mark out, cut, score and assemble components with more accuracy
- Work safely and accurately with a range of simple tools
- Think about their ideas as they make progress and be willing change things if this helps them improve their work
- Measure, tape or pin, cut and join fabric with some accuracy
- Demonstrate hygienic food preparation and storage
- Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT
- Evaluate their product against original design criteria e.g. how well it meets its intended purpose
- Disassemble and evaluate familiar products

Science

Working Scientifically (Lower Key Stage 2)

- 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 & 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.

Geography

Explain own views about locations, giving reasons.

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

Name and locate counties and cities of the United Kingdom

Name and locate the countries of Europe, including Russia, their major cities and identify their main physical and human characteristics.

Describe geographical similarities and differences between countries focussing on UK and France.

Describe how the locality of the school has changed over time. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.

Use a range of resources to identify the key physical and human features of a location.

Begin to use Collins Primary atlases Use different types of fieldwork sampling (Random and systematic) to observe, measure and record the human and physical features in the local area.

Computing

Connecting computers Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.

Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.

Sequencing sounds Creating sequences in a block-based programming language to make music. Branching databases Building and using branching databases to group objects using yes/no questions.

Desktop publishing Creating documents by modifying text, images, and page layouts for a specified purpose.

Events and actions in programs Writing algorithms and programs that use a range of events to trigger sequences of actions.

Music

- Peter and the Wolf – Historical - Dvorak
- Christmas
- Glock Stage 1
- Three Little Birds-
- Playground Games –
- Creating ostinato

Art & Design

- Demonstrate line and tone using graded pencils and chalk/charcoal and use a range of lines for effect. (broad, thin, wavy, wiggly, broken etc)
- Can draw familiar things from different view points and use a view finder to select an image.
- Sharing thoughts and opinions about their own, their peers and artists work using key vocabulary linked to the skill.
- Purposeful selection of brushes and materials to apply paint using different techniques e.g wide line/ flick
- Make tertiary colours to represent real life and can explore the effect on paint when adding salt or glue, sand, sawdust etc.
- Can design and make a functional and decorative form in clay for a simple purpose
- Can explore and extend skills using Modroc, papier mache and contrasting textures