Welcome to Year 3
The New National Curriculum
Literacy

Reading
Pupils should be taught to:
• apply their growing knowledge of root words, prefixes and suffixes read further exception
  words, noting the unusual correspondences between spelling and sound, and where these
  occur in the word.
Comprehension
• develop positive attitudes to reading and understanding of what they read
• understand what they read, in books they can read independently,
• 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
Pupils should be taught to:
• use further prefixes and suffixes and understand how to add them
• spell further homophones
• spell words that are often misspelt
• place the possessive apostrophe accurately in words with regular plurals and in words with
  irregular plurals
• 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.

Handwriting
Pupils should be taught to:
• 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 their writing.

Writing
Pupils should be taught to:
• plan their writing
• draft and write
• evaluate and edit
• 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.

Vocabulary, Grammar and punctuation
• develop their understanding of the concepts set out in English Appendix 2
• learning the grammar for years 3 in English Appendix 2
• indicate grammatical and other features
• use and understand the grammatical terminology in English Appendix 2 accurately and
  appropriately when discussing their writing and reading.

Science
They will learn the scientific principles of:
• Asking scientific questions
• Fair testing
• making systematic and careful observations
• gathering, recording, classifying and presenting data
• recording findings in tables charts and diagrams
• reporting findings and drawing simple conclusions
They will investigate and learn about:
• Flowering Plants
• Animals including humans
• Rocks
• Light
• Forces and magnets
Mathematics

**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.

**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.

**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.

**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
- solve problems that involve all of the above.

**Measurements**
- 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].

**Shape**
- 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 [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.
<table>
<thead>
<tr>
<th>History</th>
<th>Geography</th>
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<tbody>
<tr>
<td>• Changes in Britain from the Stone Age to the Iron Age</td>
<td>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</td>
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<tr>
<td>• The Roman Empire and its impact on Britain</td>
<td>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</td>
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<td>• Britain’s settlement by Anglo-Saxons and Scots</td>
<td>• Use the eight points of a compass, four and six-figure grid references and symbols.</td>
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<thead>
<tr>
<th>ICT</th>
<th>RE</th>
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<tr>
<td>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</td>
<td>How do people show they belong to a faith community?</td>
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<td>• select, use and combine a variety of software on a range of digital devices to design and create a range content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</td>
<td>• Rules for living</td>
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<tr>
<td>• use sequence, selection, and repetition in programs; work with variables and various forms of input and output</td>
<td>• Symbols</td>
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<td>• Religion in the home</td>
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<td>• Meeting Jesus</td>
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<td>• Creation</td>
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<td>• Diversity, similarities and differences</td>
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<th>DT</th>
<th>PE</th>
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<tr>
<td>• 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</td>
<td>• Use running, jumping, throwing and catching in isolation and in combination</td>
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<td>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</td>
<td>• Play competitive games, and apply basic principles suitable for attacking and defending</td>
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<td>• Select from and use a wider range of tools and equipment to perform practical tasks, accurately</td>
<td>• Develop flexibility, strength, technique, control and balance</td>
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<td>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</td>
<td>• Perform dances using a range of movement patterns</td>
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<td>• Understand and use mechanical systems in their products</td>
<td>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td>
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<tr>
<th>Art</th>
<th>Music</th>
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<tr>
<td>• to create sketch books to record their observations and use them to review and revisit ideas</td>
<td>• play and perform in solo and ensemble contexts</td>
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<td>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</td>
<td>• listen with attention to detail and recall sounds with increasing aural memory</td>
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<tr>
<td>• about great artists, architects and designers in history including the Cave paintings, The Romans and Michael Broad</td>
<td>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</td>
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<th>MFL-French</th>
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<tr>
<td>Orally rehearsing:</td>
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<td>• Greetings</td>
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<td>• Numbers</td>
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<td>• Colours</td>
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<tr>
<td>• School</td>
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<td>YEAR GROUPS</td>
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<td>RECEPTION</td>
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<td>YEAR 1</td>
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<td>YEAR 2</td>
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<td>YEAR 3</td>
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<td>YEAR 4</td>
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<td>YEAR 6</td>
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To reach expected standards under the new curriculum, the Standards and Testing Agency say Number, Calculations and Fractions will make up about 70% of the total mark but this isn’t always reflected in the number of objectives!
So plan carefully and use your teaching time to cover the vital objectives.

### WEIGHTING%*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>24</td>
<td>Number and place value</td>
</tr>
<tr>
<td>15</td>
<td>Calculations (multiplication &amp; division)</td>
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<tr>
<td>14</td>
<td>Fractions, decimals &amp; percentages</td>
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<tr>
<td>10</td>
<td>Statistics</td>
</tr>
<tr>
<td>28</td>
<td>Calculations (addition &amp; subtraction)</td>
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<tr>
<td>6</td>
<td>Measurement</td>
</tr>
<tr>
<td>3</td>
<td>Geometry (shape)</td>
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* Source: KS2 mathematics test framework, Standards & Testing Agency.

### LESSONS*

- Number and place value
- Calculations (addition and subtraction)
- Calculations (multiplication and division)
- Measurement
- Fractions, decimals and percentages
- Geometry (shape)
- Statistics

*Out of a nominal 170 lessons per year. Split as per the Standards and Testing Agency weighting above.
So what is new in maths?

What’s Gone?
- Rounding to 10 & 100
- Symmetry
- Converting between metric units
- Sorting data with Venn & Carroll diagrams

What’s New?
- Add & subtract fractions
- Counting in tenths
- Formal written methods for addition & subtraction
- Units of time

What has moved to Year 2?
- 2, 5 and 10 times tables
- Number facts to 20
- Tell the time to nearest 5 minutes
- Read Roman Numerals on clocks
What is new in English?

What's Gone?
- Identifying presentational features of broadcast texts
- Explicit mentions of drama (except performing scripts)
- Use of layout, graphics & font for presentation
- Keyboard/typing skills

What's New?
- Recognise different forms of poetry
- Prepare poetry for performance
- Using fronted adverbials
- Increased requirements for spelling & grammar (see appendices mentioned below)
- Evaluate, edit & proof-read own writing
So what is new in Science?

What’s Gone?
- Functions/care of teeth
- Human life processes
- Grouping materials by properties
- Opposing forces

What’s New?
- Skeletons & muscles in humans
- Flowers as part of the plant life cycle
- Fossils
- Soils as rocks + organic matter
- Light reflected off surfaces
Computing Overview Phase 2 2014

Computer Science

Information Technology

Digital Literacy

Use logical reasoning
Design, write and debug programs
use sequence, selection, and repetition in programs;
• work with variables and various forms of input and output

Select, use and combine a variety of software on a range of digital devices to design and create a range 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.
RE in the Curriculum

- Religious Education is integral to St Johns and we are proud of our unique connection with the church.
- Our Worship values run across the school and are reflected in the everyday interactions between staff and children, parents and governors.
- Each year group has a program of study that supports the Christian ethos of our school and reflects the cohesive and multicultural nature of our community.
How do people show they belong to a faith community?

- Rules for living
- Symbols
- Diversity, similarities and differences
- Religion in the home
- Creation
- Meeting Jesus
Global Citizenship

Knowledge and Understanding
- Social justice and equality
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

Skills
- Critical thinking
- Ability to argue effectively
- Ability to challenge
- Injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

Values and Attitudes
- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference
PE in the curriculum

The main change to the curriculum is in swimming. All children need to leave primary school being able to swim at least 25m. It is for this reason that we have made changes to who goes. The majority of Year 3 were not physically strong enough to meet this challenge and so both Year 4 and Year 5 will go swimming for half the year each.

- **Autumn**
  - Gymnastics and Dance
  - Hockey and Tri Golf

- **Spring**
  - Gymnastics and Dance
  - Paceball Tennis

- **Summer**
  - Gymnastics and Dance
  - Cricket Athletics