

YEAR 3

IPC Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chocolate	Material World	Footprints From The Past	Let's Plant It/Nature of Life	How Humans Work	Bright Sparks/Brainwave

Homework

In Year 3 the homework goes out on a Friday and is returned on a Wednesday. The homework is set at different levels to cater for different abilities within the class. Each week your child will get homework in:

Maths

Comprehension

Spelling and Grammar

Reading

Children read twice a week one to one with an adult. They will also take part in a guided reading session with an adult: this helps to develop their reading understanding. Their reading books will be changed twice a week. Families should be reading with their child every day and writing in their reading record. In school and at home children will be practising reading common words and spelling common and tricky words. They will be learning to read and respond to written comprehension tasks.

YEAR 3 – ENGLISH CURRICULUM

Pupils should be taught to:

<p>Spoken English</p>	<ul style="list-style-type: none"> •listen and respond appropriately to adults and their peers •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) •ask relevant questions to extend their understanding and knowledge •consider and evaluate different viewpoints, attending to and building on the contributions of others •select and use appropriate registers for effective communication
<p>Reading</p>	<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in 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. •develop positive attitudes to reading, and an 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 •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 1 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.

<p>Writing</p>	<ul style="list-style-type: none"> • 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 2 or 3 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. • 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 handwriting • 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 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 • 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 • proofread for spelling and punctuation errors • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • develop their understanding of the concepts 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 • indicate grammatical and other features by using commas after fronted adverbials, indicating possession by using the possessive apostrophe with singular and plural nouns, using and punctuating direct speech • use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.
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YEAR 3 – MATHS CURRICULUM

Pupils should be taught to:

Number and Place Value	<ul style="list-style-type: none"> 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 3-digit number (100s, 10s, 1s) compare and order numbers up to 1,000 identify, represent and estimate numbers using different representations read and write numbers up to 1,000 in numerals and in words solve number problems and practical problems involving these ideas
Addition and Subtraction	<ul style="list-style-type: none"> add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s add and subtract numbers with up to 3 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> count in tenths; recognise that tenths arise from dividing an object into 10 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, $5/7 + 1/7 = 6/7$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above
Measurement	<ul style="list-style-type: none"> 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, am/pm, 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]
Properties of Shape	<ul style="list-style-type: none"> 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 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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	<ul style="list-style-type: none"> 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

YEAR 3 – RELIGIOUS EDUCATION CURRICULUM

Religious Education Themes:			
	Autumn Term	Spring Term	Summer Term
Reception	God's World God's Family	Getting to Know Jesus Sorrow and Joy	New Life The Church
Year 1	God's Great Plan Mary, Mother of God	Families and Celebrations Following Jesus	Resurrection Miracles
Year 2	Chosen People Mysteries	The Good News The Mass	Eastertide The Church is Born
Year 3	The Christian Church Mary our Mother	Called to Change Eucharist	Celebrating Being a Christian
Year 4	The Bible Trust in God	Jesus the teacher Jesus the Saviour	The Mission of the Church Belonging to the Church
Year 5	Gifts from God The Commandments	Inspirational People Reconciliation	Life in the Risen Jesus People of other faiths
Year 6	The Kingdom of God Justice	Jesus the Bread of Life Jesus the Son of God	The work of the Apostles Called to Serve