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| **Year: 3** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | 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: Mental 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 |
| English (Writing) | * 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)   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 (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 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.   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 * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * learning the grammar for year 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 |
| English (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.   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   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. |
| Science – 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 |
| Religious Education (R.E) – The Christian family | * Know that we all belong to a family * Think about how we can help our family * Know what it means to belong to the family of the church * Reflect on how the family of the Church helps us * Know that we join the Church when we receive the Sacrament of Baptism * Think about what this Sacrament does for us * Know about some of the signs and symbols used in the Sacrament of Baptism * Reflect on why they are used * Know about the promise made at Baptism by parents and godparents * Think about the importance of keeping promises. |
| Physical Education (P.E) – Invasion games | * To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. * To develop flexibility, strength, technique, control and balance.   Most children should be able to:   * know some of the basic principles of invasion games; * recognise and begin to apply basic attacking skills such as dodging, with some success; * recognise and begin to apply basic defending skills such as marking and intercepting, with some success; * pass, receive and travel with a ball in a variety of ways with increasing control and accuracy; * identify and use tactics to help themselves and their team keep possession of the ball; * use space well to pass and receive a ball. |
| I.C.T – Word processing | * Use technology safely, respectfully and responsibly. * 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. |
| History – The Romans | * Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study * Construct informed responses that involve thoughtful selection and organisation of historical information * Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance |
| Geography | N/A |
| Art 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 [for example, pencil, charcoal, paint, clay]   pupils will be taught about great artists, architects and designers in history. |
| Design and 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 [for example, 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   Technical knowledge   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures |
| 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. |
| M.F.L – Getting to know you | * Engage in conversations, ask and answer questions in the context of greeting people. * Engage in conversations, ask and answer questions in the context of introducing yourself. * Listen attentively to spoken language and show understanding by joining in and responding. * Engage in conversations, ask and answer questions * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; * Appreciate stories, songs, poems and rhymes in the language * Speak in sentences, using familiar vocabulary, phrases and basic language structures |
| P.H.S.E - TEAM | * To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement. * To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. * To know that their actions affect themselves and others. * To work collaboratively towards shared goals. * To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. * To recognise and respond appropriately to a wider range of feelings in others. * To know that their actions affect themselves and others. * To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. * To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. |