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| **Year: 3** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | 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 |
| 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) * 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   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 * using fronted adverbials * learning the grammar for year 3 in English Appendix 2   Indicate grammatical and other features by:   * 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 – Forces and magnets | * To notice that some forces need contact between two objects * To compare how things move on different surfaces * To notice that magnetic forces can act at a distance and attract some materials and not others * To compare and group materials according to whether they are magnetic * To observe how magnets attract or repel each other and attract some materials and not others * To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles are facing |
| Religious Education (R.E) – Mary, Mother of God | * Know that God chose Mary to be the Mother of his Son. * Think about the importance of being chosen * Know that Mary went to visit her cousin Elizabeth. * Think about how we can help each other * Know about the mystery of the Incarnation. * Reflect on mysteries * Understand that Advent is a time to prepare to celebrate the birth of Jesus. * Think about how we can prepare * Know about the birth of Jesus. * Reflect on what this means for us * Know that the wise men came to worship Jesus. * Think about the gifts we can offer Jesus. |
| Physical Education (P.E) – Gymnastics movement | * Compare performances with previous ones and demonstrate improvement to achieve their personal best * Use running, jumping, throwing and catching in isolation. * Develop flexibility, strength, technique, control and balance.   Most children should be able to:   * describe how to perform the new movements learnt in the unit; * perform movements that show good understanding and control of the key skills needed; * describe what they have done or changed in order to improve their performance during a lesson; * link a series of movements together to create a longer sequence; * practise and refine their own movements and ‘spot’ and advise others around them. |
| I.C.T – Presentation Skills | * 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 – Anglo-Saxons and Scots | * Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing key narratives within and across the periods they study * Construct informed responses that involve thoughtful selection and organisation of historical information * Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this * 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   * 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 * apply their understanding of computing to program, monitor and control their products |
| 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 – All about me | * Listen attentively to spoken language and show understanding by joining in and responding. * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in the language. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. * Understand basic grammar of feminine and masculine noun. |
| P.H.S.E – Be yourself | * 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 reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. * To learn what positively and negatively affects their physical, mental and emotional health. * To recognise and respond appropriately to a wider range of feelings in others. * To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. * To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. * To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. * To recognise and manage ‘dares’. * To explore and critique how the media present information. * To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. * To recognise and challenge stereotypes. * To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. * To know that their actions affect themselves and others. * To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. |