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| **Year:3** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | 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
* 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.

Measurement: Money* add and subtract amounts of money to give change, using both £ and p in practical contexts

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.
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| English (Writing) | * use further prefixes and suffixes and understand how to add them (English Appendix 1)
* 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.

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
* 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 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-fictionparticipate 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 – Scientists and inventors  | * identify similarities, differences or changes related to simple scientific ideas and processes
* explore requirements of plants for life and growth and how they vary from plant to plant
* identify changes related to scientific ideas
* identify that humans have skeletons for support, protection and movement
* compare and group together different types of rocks based on appearance and physical properties
* describe how fossils are formed when things that have lived are trapped within rock
* to notice that light is reflected from surfaces
* to ask relevant questions and use scientific evidence to answer them and support findings
* to gather, record, classify and present date in a variety of ways to help in answering questions
* observe how magnets attract some materials
* to make systematic and careful observations
* to use results to draw simple conclusions and make new predictions
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| Religious Education (R.E) – Celebrating Easter and the Pentecost | * explore how the Church Celebrates the Resurrection of Jesus
* think about how we can celebrate Jesus’ Resurrection
* know that Jesus appeared to some of his disciples on the road to Emmaus
* think about what we can learn from this experience
* know that Jesus said to Thomas when he did not believe he had risen from the dead
* reflect on the meaning of these words for us
* know that Jesus returned to Heaven
* reflect on what this means for us
* know what happened at Pentecost
* reflect on how it changed the apostles
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| Physical Education (P.E) – Striking and Fielding  | * To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

Most children should be able to: * strike a bowled ball in an intended direction;
* stop a ball using a range of techniques;
* play cooperatively with teammates, making decisions about when to run for points and when to not;
* choose and use a range of simple tactics and strategies when striking and fielding;
* invent rules for striking and fielding games.
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| I.C.T – Scratch and Logo | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
* Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
* Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
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| History – The railways | * Continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study
* Address and sometime devise historically valid questions about change, cause, similarity and difference and significance
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms
* 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
* Construct informed responses that involved thoughtful selection and organisation of relevant historical data
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| 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
* understand how key events and individuals in design and technology have helped shape the world

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
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| 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.
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| M.F.L – Our school | * Listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions
* Speak in sentences, using familiar vocabulary, phrases and basic language structures understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences
* Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material
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| P.H.S.E – Aiming High | * to reflect on and celebrate their achievements, identify their strengths and areas of improvement, set high aspirations and goals.
* To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
* To think about the range of jobs carried out by people they know, and understand how they can develop skills to make their own contribution in the future.
* To recognise and challenge stereotypes.
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