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| **Year: 3** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Geometry: Properties of 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.   Measurement: Length and perimeter   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * measure the perimeter of simple 2-D shapes. * The comparison of measures includes simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and this connects to multiplication |
| 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-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 – Light | * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by an opaque object * find patterns in the way that the size of shadows change. |
| Religious Education (R.E) – Being a Christian  Judaism | * begin to understand what being a Christian involves * reflect on what it means for us * know what Jesus teaches about helping others * reflect on how we can help others * know how St. Paul had to learn to be a Christian * think about what we can learn from his experience * know that the Sacraments are a meeting with Jesus * be aware that in the Sacraments we receive Jesus’ great love * know about people who use their gifts to help others * think about what we can learn from them * begin to understand the importance of prayer * think about different ways of praying   Judaism   * I can explain who founded Judaism and where. * I can explain the main beliefs in Judaism. * I can explain which places are special to Jews. * I can name the special Jewish festivals * I can explain what the Jewish Holy Book is and how it is used * I can explain what the Jewish Holy Book is and how it is used |
| Physical Education (P.E) -outdoor adventures | * To take part in outdoor and adventurous activity challenges both individually and within a team   Most children will be able to:   * Identify and demonstrate a range of effective teamwork skills to achieve goals * Understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team games * follow multi-step instructions, using strategies to aid them; * identify the problem and come up with possible solutions and a plan of action to solve it; * demonstrate a range of effective teamwork skills to solve a range of problems; * understand and use directional language to effectively navigate others * follow the directions given to them with success; * give easy-to-follow directions using appropriate terminology; * understand the concept of a map and use a key and symbols on a simple map; * orientate a map; * know the meaning of a range of common map symbols; * understand and can talk about what orienteering involves and know a range of different orienteering symbols. |
| I.C.T – Drawing and desktop publishing | * 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. * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. |
| History | n/a |
| Geography – The U.K. | * To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) |
| 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 * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]   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 – Time | * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; * Listen attentively to spoken language and show understanding by joining in and responding * Read carefully and show understanding of words, phrases and simple writing * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Present ideas and information orally to a range of audiences * Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English |
| P.H.S.E - Britain | * To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. * To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. * To know what democracy is and the basic institutions that support it. * To know why and how rules and laws that protect themselves and others are made and enforced. * To understand why different rules are needed in different situations and how to take part in making and changing rules. * To understand that there are basic human rights shared by all peoples and all societies. * To know that these universal rights are there to protect everyone. * To understand that differences and similarities between people arise from a number of factors. * To research, discuss and debate topical issues, problems and events. * To consider the lives of people living in other places, and people with different values and customs. |