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| **Year: 3** | **St. Joseph’s Curriculum Planning** |
| **Teacher: Mr. Bourne** | **National Curriculum Objectives** |
| Mathematics | Measurement: Time   * 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, a.m./p.m., 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].   Number: Fractions   * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal 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 |
| 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   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: * 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 – Rocks | * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter |
| Religious Education (R.E)  Sacrament of Reconciliation | * understand what it means to make wrong choices * reflect on how wrong choices affect us and other people * know that Jesus called people to turn away from sin * think about why this is important * understand that God always loves us * think of how important this love is for us * know what the Sacrament of Reconciliation means * reflect on God’s love and forgiveness * know what happens during the Sacrament of Reconciliation * think about what this Sacrament does for us * Understand the purpose of Lent * Reflect on what we can do to prepare for Easter. |
| Physical Education (P.E) – Extreme Earth Dance | * To perform dances using a range of movement patterns. * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * Use running, jumping, throwing and catching in isolation and in combination   Most children should be able to:   * use movements to tell a narrative; * combine and link an increasing number of movement phrases and patterns; * create fluent movements, using precision and control; * show an awareness of other’s movements, responding accordingly with their own movements; * evaluate their own performance and suggest ways to improve it. |
| 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 | N/A |
| Geography- 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. |
| 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] * 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.   **Cooking and nutrition**   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking   **Techniques**   * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| 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- Food glorious food | * Appreciate stories, songs, poems and rhymes in the language * Understand key features and patterns of basic grammar * Describe people, places, things and actions orally and in writing * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help |
| 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 |