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| **Year: 3** | **St. Joseph’s Curriculum Planning** |
| **Teacher: Mr. Bourne** | **National Curriculum Objectives** |
| Mathematics | Number: fractions   * 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 * add and subtract fractions with the same denominator within one whole [for example, 7/5 + 7/1 = 7/6 ] * compare and order unit fractions, and fractions with the same denominators * solve problems that involve all of the above.   Measurement: Mass and capacity   * measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * measure the perimeter of simple 2-D shapes |
| 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 * 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 – Plants | * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal |
| Religious Education (R.E) – celebrating the mass | * know what happened at the last supper * reflect on how the Mass makes this real for us * understand what happens at the beginning of Mass * think about why we say ‘sorry’ * understand the importance of the Readings at Mass * reflect on how we listen to God’s word * know what happens at the Offertory and Consecration * think about the offerings we can make * know that it is Jesus we receive in Holy Communion * reflect on this very great gift for us * be familiar with your parish church * reflect on its importance for us |
| Physical Education (P.E) Gym Shape/ striking fielding games | * To develop flexibility, strength, technique, control and balance. * To use running, jumping, throwing and catching in isolation and in combination. * 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.   Most children should be able to:   * show good control and coordination when making simple static shapes/positions; * make basic shapes/positions clearly in the air when taking off from the floor and some more complex shapes when taking off from low-level apparatus; * create longer and more complex sequences with a partner and remember these actions with accuracy and consistency; * perform with an awareness of others and use the apparatus confidently and safely; * copy a variety of actions with accuracy and clarity; * know what symmetry means; identify and make symmetrical shapes; * use the correct words for the body shapes/ positions and explain what must be done to make them; * observe, describe and analyse the movements of others using appropriate language. * 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. |
| I.C.T – Programming turtle and Scratch | * 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. |
| History | N/A |
| Geography – Extreme Earth | * To describe and understand key aspects of physical geography in different contexts |
| 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 * 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 – Family and Friends | * 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 – 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. |