

**St Wulstan's Catholic Primary School**  
**Year 3 Curriculum**  
**Autumn 2018**

Subject	Content
RE	<ul style="list-style-type: none"> <li>• Unit A : Belonging we gather as God's Family</li> <li>• Pupils will know that Baptism is the sacrament of Belonging to God's Family, the church.</li> <li>• Be able to identify some signs and symbols of Baptism and express their meaning. Be able to sequence the rite of Baptism and be able to discuss elements of the celebration of Mass about gathering as the Family of God.</li> <li>• Unit C: Advent</li> <li>• Pupils will know the story of the Annunciation and Visitation</li> <li>• Understand that both Mary and Elizabeth recognised and welcomed the presence of Christ.</li> <li>• Pupils will be able to think about how Christians use the season of Advent as a time of preparation to welcome and recognise the presence of Christ.</li> <li>• Unit D: Christmas</li> <li>• Pupils will know the story of the shepherds and how they reacted to the news of the birth of Christ's birth.</li> <li>• Pupils will be able to empathise with the feelings and reactions of the shepherds at this event.</li> <li>• Know the crib is an important symbol of prayer and devotion.</li> </ul>
English	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• <b>Word</b></li> <li>• Apply their improving 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.</li> <li>• Key Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• <b>Comprehension</b></li> <li>• Develop positive attitudes to reading and understanding of what they read by reading books that are structured in some different ways and reading for a range of purposes.</li> <li>• Develop positive attitudes to reading and understanding of what they read by beginning to use dictionaries to check the meaning of words that they have read.</li> <li>• Develop positive attitudes to reading and understanding of what they read by discussing some words and phrases that capture the reader's interest and imagination.</li> <li>• Understand what they read, in books they can read independently, by beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul> <p><b><u>Writing</u></b></p> <p><b><u>Transcription</u></b></p> <ul style="list-style-type: none"> <li>• Use some prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>• Spell some homophones.</li> <li>• Use the first two letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Plan their writing by beginning to discuss and record ideas.</li> <li>• Draft and write by creating simple settings, characters and a basic plot in narratives.</li> </ul>

	<ul style="list-style-type: none"> <li>• Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> </ul> <p><b><u>Vocabulary, punctuation and grammar</u></b></p> <ul style="list-style-type: none"> <li>• Use grammatical terminology for Year 3 understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</li> <li>• Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material.</li> <li>• Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.</li> <li>• Use grammatical terminology for Year 3 beginning to use inverted commas to punctuate direct speech.</li> <li>• Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements.</li> </ul>
<p>Maths</p>	<p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100.</li> <li>• Find 10 or 100 more or less than a given number.</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>• Compare and order numbers up to 1000.</li> <li>• Read and write numbers up to 1000 in numerals and in words.</li> <li>• Solve number problems and practical problems involving working with and estimating numbers up to 1000 in a variety of units.</li> </ul> <p><b><u>Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers mentally, including three-digit number and ones.</li> <li>• Add and subtract numbers mentally, including three-digit number and tens.</li> <li>• Add and subtract numbers mentally, including three-digit number and hundreds.</li> <li>• Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</li> <li>• Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul> <p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<p>Creative Curriculum</p>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Science, Computing, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p><b><u>Science:</u></b></p> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from the soil and room to grow) and how they vary from plant to plant.</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b><u>Scrumdiddlyumptious</u></b></p> <p><b><u>Science:</u></b></p> <p><b><u>Animals</u></b></p>
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- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Computing**

- 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.

**Art**

- Create sketch books to record their observations and use them to review and revisit ideas.

**D&T**

- Investigate and analyse a range of existing products.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals and groups.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.