

**St Wulstan's Catholic Primary School**  
**Year 3 Curriculum**  
**Spring 2019**

Subject	Content
RE	<ul style="list-style-type: none"> <li>• Unit D - Christmas</li> <li>• Unit E – We Listen to God’s Word at Mass</li> <li>• Judaism</li> <li>• Unit F – Lent</li> <li>• Unit B – Reconciliation</li> <li>• Unit H – Holy Week</li> </ul>
English	<p><b><u>Writing:</u></b></p> <p><b><u>Transcription</u></b></p> <ul style="list-style-type: none"> <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> <li>• Use some prefixes and suffixes and understand how to add them (English Appendix 1).</li> </ul> <p><b><u>Handwriting</u></b></p> <ul style="list-style-type: none"> <li>• Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <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 composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>• Draft and write by organising simple paragraphs around a theme.</li> <li>• Draft and write by creating simple settings, characters and a basic plot in narratives.</li> <li>• Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> <li>• Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.</li> </ul> <p><b><u>Vocabulary, grammar and punctuation</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]</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> </ul> <p><b><u>Reading</u></b></p>

	<p><b><u>Word</u></b></p> <ul style="list-style-type: none"> <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>• Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.</li> <li>• Develop positive attitudes to reading and understanding of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry].</li> <li>• Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].</li> <li>• Retrieve and record simple information from non-fiction.</li> </ul>
<p>Maths</p>	<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><b><u>Measure - Money</u></b></p> <ul style="list-style-type: none"> <li>• Add and subtract amounts of money to give change, using both £ and p in practical contexts.</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables.</li> <li>• 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.</li> </ul> <p><b><u>Measurement – Length and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume,capacity (l,ml).</li> <li>• Measure the perimeter of simple 2-D shapes.</li> </ul> <p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Key Count up and down in tenths.</li> <li>• Key Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</li> <li>• Key Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li> <li>• Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li> <li>• Key Recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>• Add and subtract fractions with the same denominator within one whole [for example, <math>5/7 + 1/7 = 6/7</math>].</li> <li>• Compare and order unit fractions, and fractions with the same denominators.</li> <li>• Solve problems that involve my understanding of fractions.</li> </ul>

Creative Curriculum	<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, 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>Gods and Mortals</u></b></p> <p><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g.pencil, charcoal, paint, clay).</li> <li>• Find out about great artists, architects and designers in history.</li> </ul> <p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>D &amp; T</u></b></p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• 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.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing),accurately</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul>