

St Wulstan's Catholic Primary School
Year 3 Curriculum
Summer 2019

Subject	Content
RE	<ul style="list-style-type: none"> • Easter • Pentecost
English	<p><u>Writing:</u></p> <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Use some prefixes and suffixes and understand how to add them (English Appendix 1). • Spell some words that are often misspelt (English Appendix 1) • Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • 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. • 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]. <p><u>Composition</u></p> <ul style="list-style-type: none"> • 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). • Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. • Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for some spelling and punctuation errors. <p><u>Vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • 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. • 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. • Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading. • Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause. • Use grammatical terminology for Year 3 understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]. • Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation. <p><u>Reading : Word</u></p> <ul style="list-style-type: none"> • 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. • Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a range of books. • 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. • 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. • 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]. • Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Understand what they read, in books they can read independently, by beginning to identify how language, structure, and presentation contribute to meaning. • Key Retrieve and record simple information from non-fictio
<p style="text-align: center;">Maths</p>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> • 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. • Add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]. • Compare and order unit fractions, and fractions with the same denominators. • Solve problems that involve my understanding of fractions. <p><u>Measurement – Time</u></p> <ul style="list-style-type: none"> • 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]. <p><u>Geometry – Properties of shapes</u></p> <ul style="list-style-type: none"> • 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. <p><u>Measurement – Mass and Capacity</u></p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m,cm,mm); mass (kg,g); volume,capacity (l,ml).

<p>Creative Curriculum</p>	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Science, Art and Design, Design Technology, Geography, History</p>
----------------------------	---

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.

Summer 1:

Mighty Metals:

Science:

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Sc FM 1 Compare how things move on different surfaces.

Sc WS 2 Set up simple practical enquiries, comparative and fair tests.

Sc FM 3 Observe how magnets attract or repel each other and attract some materials and not others.

Sc WS 3 Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Sc FM 5 Describe magnets as having two poles.

Sc FM 6 Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Sc WS 8 Identify differences, similarities or changes related to simple scientific ideas and processes.

Sc FM 4 Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc WS 9 Use straightforward scientific evidence to answer questions or to support their findings

D&T

- 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.
- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Art and Design:

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

Summer 2 – Tremors:

Geography:

- Describe and understand key aspects of physical geography including: volcanoes and earthquakes. Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the UK, 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

Science:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- **Sc WS 2** Set up simple practical enquiries, comparative and fair tests.
- **Sc WS 8** Identify differences, similarities or changes related to simple scientific ideas and processes.

History:

- | | |
|--|---|
| | <ul style="list-style-type: none">• Learn about the Roman Empire and its impact on Britain. |
|--|---|