

# Year 3 Curriculum



# Writing - vocabulary, grammar and punctuation

Pupils should be taught to 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
- learning the grammar for years 3 in [English appendix 2

indicate grammatical and other features by:

- using and punctuating direct speech
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading.

### Year 3: Detail of content to be introduced (statutory requirement)

|                    |   |
|--------------------|---|
| <b>Word</b>        | Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ]<br>Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ]<br><b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ] |
| <b>Sentence</b>    | Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]   |
| <b>Text</b>        | Introduction to paragraphs as a way to group related material<br>Headings and sub-headings to aid presentation<br>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]   |
| <b>Punctuation</b> | Introduction to inverted commas to <b>punctuate</b> direct speech   |

### Year 3: Detail of content to be introduced (statutory requirement)

|                               |  |
|-------------------------------|--|
| <b>Terminology for pupils</b> | preposition, conjunction<br>word family, prefix<br>clause, subordinate clause<br>direct speech<br>consonant, consonant letter vowel, vowel letter<br>inverted commas (or 'speech marks') |
|-------------------------------|--|

# Maths – Autumn Term

|        | Week 1                | Week 2 | Week 3 | Week 4                             | Week 5 | Week 6 | Week 7 | Week 8                                  | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|-----------------------|--------|--------|------------------------------------|--------|--------|--------|---|--------|---------|---------|---------|
| Autumn | Number<br>Place value |        |        | Number<br>Addition and subtraction |        |        |        | Number<br>Multiplication and division A |        |         |         |         |

## Key learning

### Place Value

- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000

### Addition and Subtraction

- estimate the answer to a calculation and use inverse operations to check answers

- add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction



- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

### Algebra

- solve problems, including missing number problems

### Multiplication and Division A

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables



## Autumn term - English

### The Ancient Egyptians / Howard Carter's treasure

#### Key texts

- The Little Hippo
- Marcy and the Riddle of the Sphinx
- Revolting Rhymes

#### Writing units

- Narrative
- Descriptive narrative
- Diary entry
- Performance poetry



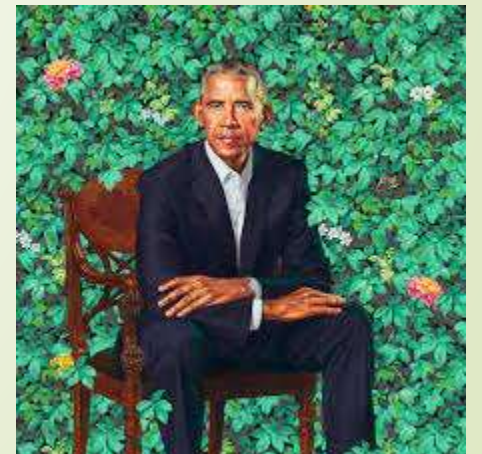
## Cross curricular links :

**History** - How did the Ancient Egyptians honour their Pharaohs?

– Linked to the writing units.

**Art** – Drawing Egyptian portraits.

Andy Warhol & Kehinde Wiley studies



# Cross curricular links

## Science

- **Rock Detectives – How are rocks, soil and fossils connected?** Strand – *Chemistry*

## ICT

- **Coding**
- **On line Safety**

## RE

**Unit 3.1 Beliefs and questions: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?** *(Religion: Christianity)*



# Spring term English

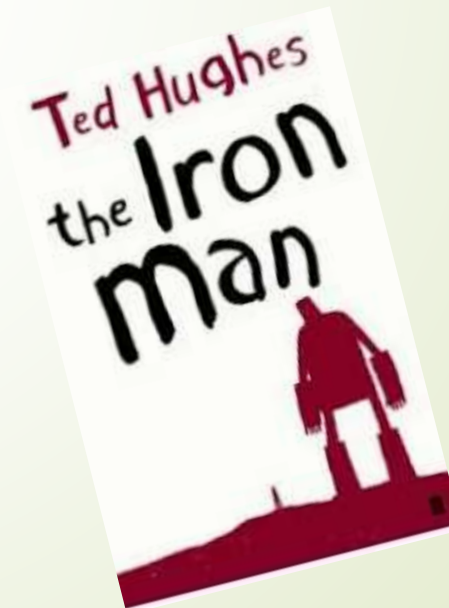
## Information text on Volcanoes

Key texts

- The Iron Man
- The True Story of the Three Little Pigs

Writing Units - Information text

- Character description
- Letter





# Maths – Spring Term

|        |  |  |                              |   |
|--------|--|--|------------------------------|---|
| Spring | Number<br><b>Multiplication and division B</b> | Measurement<br><b>Length and perimeter</b> | Number<br><b>Fractions A</b> | Measurement<br><b>Mass and capacity</b> |
|--------|--|--|------------------------------|---|

## Key learning

### Multiplication and Division B

- 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

- 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

### Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

- measure the perimeter of simple 2-D shapes

### Fractions A

- 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

# Cross Curricular links

## Geography

- Mountains, Volcanoes and Earthquakes
- European Study

## Art

- Sculpture- Modroc
- Printing Anglo Saxon designs
- Textiles – Anglo Saxon Cross stitch

## DT

- Textiles –Sea creatures



# Cross Curricular links

## Science

- Can You See Me?

NC Reference: Light *Strand – Physics*

- The Power of Forces!

NC Reference: Forces and magnets *Strand – Physics*

## ICT

- Touch typing
- Emails incl email safety
- Branching Databases

## RE

- **Unit 3.2 Religion, family, community and prayer: How do religious families and communities practice their faith?** *Religions: Christians and Muslims*

- **Unit 3.4 Inspirational people and religious leaders from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Moses, Jesus and Muhammad.** *Religions: Christians, Muslims and Jewish people*

# Summer Term – English

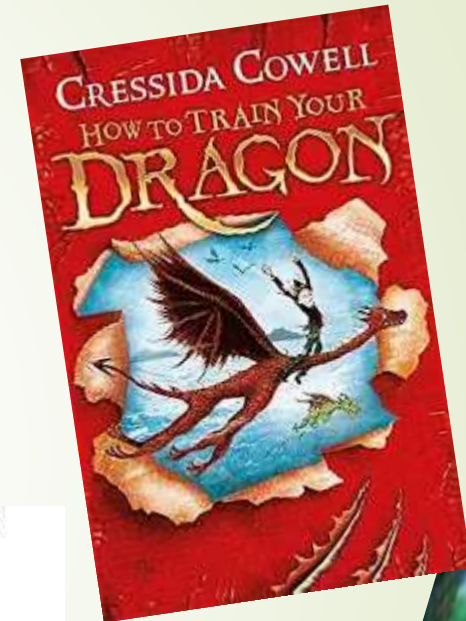
## History - The Vikings and Anglo-Saxons

Key texts

- How to Train a Dragon
- Podkin – One – Ear
- Beowulf

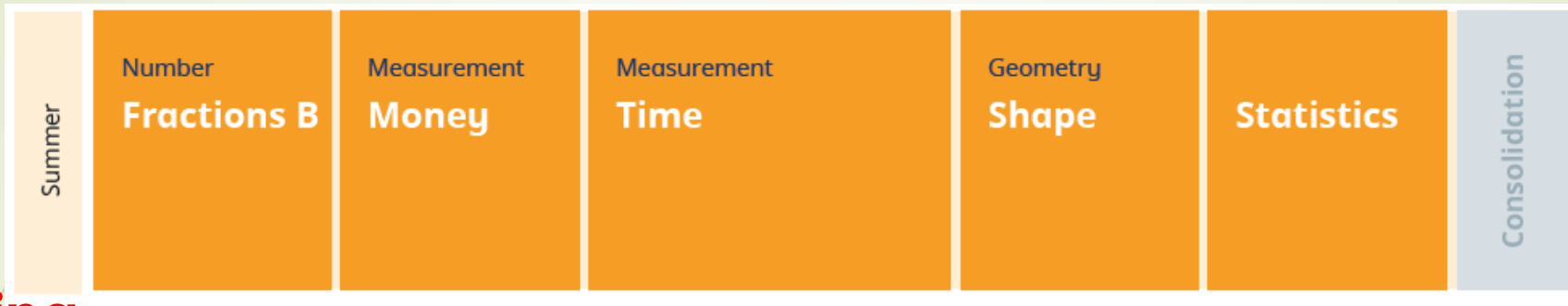
Writing units

- Narrative
- Poetry





# Maths – Summer Term



## Key learning

### Fractions B

- recognise and show, using diagrams, equivalent fractions with small denominators
- compare and order unit fractions, and fractions with the same denominators
- add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- solve problems that involve all of the above

### Money

- add and subtract amounts of money to give change, using both £ and p in practical contexts

### 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]

### Shape

- draw 2-D shapes
- 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

### Statistics

- interpret and present data using bar charts, pictograms and tables
- 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

# Cross Curricular Links

**History** - How did the Vikings and Anglo-Saxons change Britain after the Romans left?



## **Geography**

➤ Land Use - mapwork and rural land use



## **Art**

➤ Painting – watercolours

## **DT**

➤ Food – healthy diet

# Cross Curricular links

## Science

- **How do the different parts of a plant help it to grow and reproduce?**

NC Reference: Plants *Strand – Biology*

- **What do all living things need to survive?**

NC Reference: Animals, including humans *Strand – Biology*

## ICT

- **Branching data bases** (continued)
- **Simulations**
- **Graphing**

## RE

**Unit 3.3 Worship and sacred places: Where, how and why do people worship?**

**Investigating places of worship in Nottingham City and Nottinghamshire.**

*Religions: Muslims, Hindus, Christians*

# Spanish

|        | Autumn   | Spring  | Summer   |
|--------|--|---|--|
| Year 3 | Introducing yourself – Me <u>presento</u> : Hola <u>¿qué tal?</u><br><br>Colours – Los <u>colores</u> y es de <u>color</u> | Numbers – <u>Números</u> 1-31<br><br>At school – <u>En</u> el colegio | The weather – El <u>tiempo</u><br><br>Mi family – Mi <u>familia</u> y yo |

# Music – Sing Up

| Year 3 | I've Been to Harlem<br>(singing/composition) | March from The Nutcracker (listening)<br>From the Railway Carriage<br>(composition) | Four White Horses |
|--------|--|---|-------------------|
|--------|--|---|-------------------|

# PE

| Year 3 | Handball<br>Dance | Gymnastics<br>Tag Rugby | Tennis<br>Athletics |
|--------|-------------------|-------------------------|---------------------|
|--------|-------------------|-------------------------|---------------------|

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