

Lovelace Primary School - Key Curriculum Content for Year 3 - Smarter, Healthier, Happier

ENGLISH - Priority Objectives for pupils to master by the end of Year 3		MATHS - Priority Objectives for pupils to master by the end of Year 3	SCIENCE - Topics / Knowledge Covered														
National Curriculum (Statutory)		Number & Place Value: <ul style="list-style-type: none">- Count in multiples of 4, 8 50 and 100 (alongside those they already know 2, 3, 5, 10)- Find 10 or 100 more or less than a given number- Know the place value of 100s, 10s and 1s using different representations.- Compare numbers up to 1000- Read and write numbers up to 1000 in numerals and words Number: Addition & Subtraction: <ul style="list-style-type: none">- Add 1s, 10s and 100s to a 3 digit number mentally- Use column addition for 3 digit numbers- Use column subtraction for 3 digit numbers- Estimate answers and check using the inverse- Solve missing number problems Number: Multiplication & Division: <ul style="list-style-type: none">- Know the 3, 4 and 8 times tables- Multiply 2 digit numbers by 1 digit numbers in a formal written method.- Solve missing number problems- Solve scaling problems- Solve correspondence problems where n objects are connected to m objects Number: Fractions & Decimals <ul style="list-style-type: none">- Know what a tenth is.- Count up and down in tenths- Find unit and non-unit fractions of a discrete set of objects- Recognise and use fractions as numbers- Recognise equivalent fractions using diagrams- Add and subtract fractions with the same denominator- Compare and order fractions with the same denominator Measurement: <ul style="list-style-type: none">- Measure, compare, add and subtract lengths, mass and volume- Measure the perimeter of simple 2-D shapes- Add and subtract amounts of money to give change- Tell the time on an analogue clock to the nearest minute- Know the Roman numerals 1-12- Tell the time on a 12 hour clock- Tell the time on a 24 hour clock- Record and compare time/ duration in seconds, minutes and hours- Know the vocabulary: o'clock, morning, noon, afternoon, midnight- Know the number of seconds in a minute.- Know the number of days in a month, year and leap year Geometry: Properties of Shape: <ul style="list-style-type: none">- Draw and identify 2D shapes- Recognise and describe 3D shapes in different orientations- Know what an angle is in a shape and identify right angles- Identify if angles are bigger or smaller than a right angle.- Identify horizontal and vertical lines.- Identify pairs of parallel and perpendicular lines. Geometry: Position & Direction: <ul style="list-style-type: none">- Recognise angles as a description of a term.- Recognise that 2 right angles make a half-turn, 3 make a three-quarters of a turn and 4 make a complete turn. Statistics: <ul style="list-style-type: none">- Interpret bar charts, pictograms and tables.- Present data using bar charts, pictograms and tables- Solve one and two step problems using bar charts, pictograms and tables.	<table><tr><th>Ter m</th><th>Knowledge Focus</th></tr><tr><td>1</td><td>Light</td></tr><tr><td>2</td><td>Animals including humans</td></tr><tr><td>3</td><td>Rocks and Soils</td></tr><tr><td>4</td><td>Forces and Magnets</td></tr><tr><td>5</td><td>Plants</td></tr><tr><td>6</td><td>Working scientifically</td></tr></table> <p>Link to Knowledge & Concept Organisers: Year 3 Science Curriculum Progression...</p> <p>Link to Proaression on Working Scientifically: Edited Science Skills Progression Map</p> <p>Eco / Environmental / Outdoor:</p> <p>Class Tree Adopted Habitat</p> <p>There's nothing specific for this - would it be what we do on eco day etc.? Yes - that's it - there is a plan e.g. class trees / adopted areas and an overview plan.</p>	Ter m	Knowledge Focus	1	Light	2	Animals including humans	3	Rocks and Soils	4	Forces and Magnets	5	Plants	6	Working scientifically
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Spoken Language / Oracy:	<ul style="list-style-type: none">- Articulate and justify answers, arguments and opinions- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas- Speak audibly and fluently with an increasing command of Standard English- Participate in discussions, presentations, performances, role play, improvisations and debates- Taking turns, listening to what others say																
Reading - word reading	<ul style="list-style-type: none">- Apply their knowledge of root words, prefixes and suffixes to read aloud and understand words.- Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word																
Reading - comprehension (to develop an understanding of what they have read)	<u>Understanding what they read in books and can read independently by:</u> <ul style="list-style-type: none">- Checking the text makes sense to them- Discuss their understanding of the text and explain the meaning of words in context (precision)- Ask questions to improve their understanding of the text.- Draw inferences such as inferring characters thoughts, feelings and motives.- Justify their inferences using the text with evidence- Predict what might happen from details stated and implied.- Identifying the main ideas drawn from more than one paragraph and summarise what happens in more than one paragraph.- Identify how language, structure and presentation contribute to meaning.- <u>Retrieve and record information from non-fiction.</u>- Participate in discussions about books that are read to them and those they can read for themselves																
Reading for pleasure (develop a positive attitude to reading)	<ul style="list-style-type: none">- Listen to and read a wide range of texts.- Use dictionaries to check the meaning of words.- Increase their knowledge of different books and retell some stories orally.- Identify themes and conventions in a range of books.- Read aloud poems showing understanding through intonation, tone, volume and action.- Discuss words and phrases that catch their interest.- Recognise different types of poems e.g. free verse and narrative poetry.																
Writing: spelling	<ul style="list-style-type: none">-Use the prefixes: dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto- Use the suffixes: ing, er, ed, s, es, ly, ation, ous,- Spell further homophones correctly.- Spell 50% of the Year 3 and 4 common exception words correctly.- <u>Use apostrophes for plurals correctly.</u>- Use the first 2 or 3 letters to check how to spell a word in a dictionary.- Write from memory and dictation simple sentences using words and punctuation taught so farY3 spelling overview-/ɪ/ sound spelt y e.g. pyramid, Egypt- /ʌ/ sound spelt ou e.g. young, country- /ʒə/ is spelt –sure. E.g. treasure, enclosure- /tʃə/ is often spelt –ture e.g. creature, furniture- /ʒən/ is spelt as –sion. E.g. division, invasion- tion, sion, ssion and cian (invention, expansion, expression, musician)- /k/ sound spelt ch e.g. scheme, chorus- /ʃ/ sound spelt ch e.g. chef, chalet- /g/ sound spelt gue e.g. league and tongue-the /k/ sound spelt –que e.g. antique and unique- the /s/ sound spelt sc e.g. science and scene- the /ei/ sound spelt ei, eigh, or ey (e.g. vein, weigh, grey)																
Writing: handwriting	<ul style="list-style-type: none">- Write in cursive, joining letters correctly.- Increase the legibility, consistency and quality of their handwriting.																
Writing: composition	<ul style="list-style-type: none">- Discuss and record their ideas.- Discuss texts similar to what they are writing in order to model structure, vocabulary and grammar.- Compose and rehearse sentences orally with rich vocabulary.- Organise paragraphs around a theme.- Create settings, characters and plot for narratives.- Use organisational devices such as headings and subheadings.																

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	<ul style="list-style-type: none"> - Assess the effectiveness of writing and suggest improvements. - Improve their grammar, such as ensuring accurate use of pronouns in sentences. - Proof read for spelling and punctuation errors. - Read aloud their writing to a group or class, using appropriate intonation, tone and volume to portray meaning. 	
Writing: vocabulary, grammar & punctuation	<ul style="list-style-type: none"> - Use a range of conjunctions, e.g. when, if, because, although. - Use the present perfect form of verbs. - Choose nouns or pronouns appropriately. - Use conjunctions, adverbs and prepositions to show time and cause. - Use fronted adverbials, with a comma after them. - Use and punctuate direct speech. - Use apostrophes for possession. 	
Range of Writing Purposes / Audiences:		
Grammar Appendix (NC / Statutory)		
Word	<ul style="list-style-type: none"> - Formation of nouns using prefixes. - Using a and an correctly. - Understanding how word families are related in form and meaning. 	
Sentence	-Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	
Text	<ul style="list-style-type: none"> -Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation -Use of the present perfect form of verbs instead of the simple past 	
Punctuation	-Introduction to inverted commas to punctuate direct speech	
Terminology	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	

Foundation Curriculum - Priority Objectives / Key Building Blocks / Linked Learning e.g. STEM																															
PHSE / RSE	Computing	Art & Design		Design Technology	MFL French	Geography	History	RE	Music	PE & Sport																					
We have chosen to adopt the JIGSAW PHSE scheme.	Autumn 1: Communication 📅 Year 3: Comm...	Autumn 1: colour mixing To know that red, blue and yellow are primary colours. To discover the secondary colours that can be made when mixing colours. To know how to make colours lighter and darker.		Autumn: Mechanical systems (levers and linkages.) ■ Mechanical sy...	Autumn 1: greetinas 📅 Y3 autumn 1 ...	Name and locate a wider range of places in their locality, the UK and wider world.	Autumn: the achievements of the earliest civilisation: Egyptians 📅 Ancient Egypti...	We follow the agreed Kingston SACRE curriculum: Autumn 1: What do Christians learn from the creation storv? ■ Year 3 Unit 2....	Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson 📅 Music Plans	<table><tr><th>T</th><th>Sport</th><th>Sport</th></tr><tr><td>1</td><td></td><td>Country dancing ■ Extra Te...</td></tr><tr><td>2</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td>Gymnastics Teddy bear roll Log roll Forwards roll Backwards roll Lined rolls</td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr></table> Daily Mile is undertaken	T	Sport	Sport	1		Country dancing ■ Extra Te...	2			3			4		Gymnastics Teddy bear roll Log roll Forwards roll Backwards roll Lined rolls	5			6		
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Autumn 1: Beina Me ■ UK 7-8 1-BM ...	Autumn 2: Data 📅 Year 3: Data		Spring: Structures, shell structures.	Autumn 2: food 📅 Y3 autumn 2 f...	Use geographical language to describe some aspects of human and physical features and patterns.	Autumn: Why did Guy Fawkes attempt to blow up the houses of parliament? Guy Fawkes topic week.notebook	Autumn 2: What is it like for someone to follow God? ■ Year 3 Unit 2....																								
Autumn 2: Celebrating differences ■ UK 7-8 2-CD ...	Spring 1: Multimedia 📅 Year 3: Multim...		Summer: Food, healthy and varied diet.	Spring 1: school 📅 Y3 spring 1 sc...		Make observations about places and features that change over time.	Spring: Changes in Britain from the Stone Age to the Iron Age	Spring 1: How do festivals and worship show what matters to a Muslim? ■ Year 3 Unit L...																							
Spring 1: Dreams and goals ■ UK 7-8 3-DG ...	Spring 2: Digital literacv and research 📅 Year 3: Digital ...	Autumn 2: Christmas To know what collage is and identify collage work by different artists e.g. Matisse To understand what abstract art is.		Spring 2: animals 📅 Y3 spring 2 an...		Ask and answer more searching geographical questions when investigating different places and environments.	Plan on the r drive?	Spring 2: how do festivals and family life show what matters to Jews? ■ Year 3 Unit L2...																							
Spring 2: Healthv Me ■ UK 7-8 4-HM ...	Summer 1 and 2: proqramming 📅 Year 3: Progra...	Spring 1: Portraiture To know what a portrait and self-portrait is. To develop observation skills when drawing. To develop and understanding of anatomy when		Summer 1: familv 📅 Y3 summer 1 ...		Identify similarities, differences and patterns when comparing places and features.	Summer: no history unit	Summer 1: What kind of world did Jesus want? ■ Year 3 Unit 2....																							
Summer 1: Relationships ■ UK 7-8 5-RL P...	Computing Innovation:			Summer 2: hobbies 📅 Y3 summer 2 ...		Observe, record, and		Summer 2: Make the world a better place.																							
Summer 2: Chancing Me ■ UK 7-8 6-CM ...	3D printer Drone Robotics Green Screen																														
SMSC We follow a programme adopting UNICEF Rights Respecting School.																															

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We have a class council contributing to a school council.		<p>drawing parts of the face e.g. eyes. To critique and improve our own art work. To explore a range of different artists</p> <p>Spring 2: still life To understand the importance of observation when drawing. To begin to include perspective in our artwork to show size and placement. To explore the different tones sketching pencils can make and experiment using shading in our artwork.</p> <p>Summer 1: sculpture To understand what sculpture is and explore different media that can be used.</p> <p>Summer 2: recap of different techniques explored throughout the year.</p>				<p>name geographical features in their local environments.</p> <p>Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</p> <p>Use the eight compass points and recognise some Ordnance Survey symbols on maps.</p> <p>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</p> <p>Communicate geographical information through a range of methods including the use of ICT.</p> <p>Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.</p> <p>Spring 1 - Climates and Biomes</p> <p>Summer 1: habitats (including deserts and oceans)</p> <p>Need to make MTP now I've found the geographical skills</p>	Year 3 Unit L2...		<p>5 a Day</p> <p>Playtimes (continuous provision)</p>
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<p>Educational Visits, Residential Trips, Visiting Groups WOW / 101 Experiences / Special Days and Events for the Development of Character</p>	<p>Term 1 101LE- Mummify a tomato. 101LE- Learn a new language. 101LE- Adopt a native tree for a year and watch it grow.</p> <p>Ada Lovelace Day (STEM) School Grounds / Outdoor Learning Day</p>	<p>Term 2 Ancient Egyptian day. 101LE- Dress up like an Egyptian.</p> <p>Children in Need Remembrance Dress the Tree</p>	<p>Term 3 Field Trip to Hook Parade shops.</p> <p>101LE- Plan and budget for a party. 101LE- Buy something from a shop and check your change.</p>	<p>Term 4 101LE- Dress up for World Book Day. 101LE- Fold paper accurately through symmetry or origami.</p>	<p>Term 5 Stone Age- Iron Age DayTrip - Museum of London for Stone Age (tbc)</p>	<p>Term 6 Sleepover</p> <p>101LE- Go on a nature walk at night. 101LE- Cook outside safely on a campfire. 101LE- Sleep overnight at school.</p>
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