St. Anne's Curriculum Content – Year 3

Year 3: Reading

I can read aloud and understand words based on knowledge of root words, prefixes and suffixes

I can read further exception words, including those with unusual spelling/sound links I can retell some fairy tales or traditional tales orally

I can identify themes and conventions in a range of books

I can perform plays and poetry aloud using intonation, tone, volume and action

I can recognise some different forms of poetry

I can use dictionaries to check the meanings of words

I can check that a text makes sense, including explaining the meaning of words in context

I can identify and summarise the main ideas drawn from more than one paragraph

I can draw inferences about feelings thoughts and motives

I can use evidence to justify inferences

I can discuss words and phrases which capture the reader's interest I can identify how language contributes to meaning

I can identify how structure and presentation contribute to meaning

I can retrieve and record information from non-fiction texts

Year 3: Writing

I can spell words which are often misspelt from the Y3-4 list

I can use a dictionary to check a spelling

I can use appropriate handwriting joins, including choosing un-joined letters

I can adopt the features of existing texts to shape own writing

I can build sentences with varied vocabulary and structures

I can organise paragraphs around a theme

I can develop detail of characters, settings and plot in narratives

I can use simple organisational devices in non-fiction

I can suggest improvements to grammar and vocabulary

I can proofread own work for spelling and punctuation errors

I can read aloud using appropriate intonation, tone and volume

I can use a range of conjunctions to extend sentences with more than one clause

I can use the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock, an open box

I can choose nouns and pronouns for clarity and cohesion

I can use conjunctions, adverbs and prepositions to express time, cause & place I can use fronted adverbials

I can understand the difference between plural and possessive '-s'

I can use the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’

I can use extended noun phrases, including with prepositions I can use and punctuate direct speech correctly

I can introduce inverted commas to punctuate direct speech

I can use headings and sub-headings to aid presentation

Year 3: Maths

Number and place value

I can count in multiples of 4, 8, 50 and 100

I can compare and order numbers up to 1000

I can recognise the value of each digit in a three-digit number (hundreds, tens, and ones)

I can solve number problems and practical problems involving these ideas

Addition and subtraction

I can add and subtract numbers mentally, including round numbers to HTU

I can add and subtract using standard column method

I can estimate answers to calculations and use the inverse to check answers

Multiplication and Division

I know 3×, 4× and 8× tables

I can write and calculate mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Fractions (including decimals)

I can count up and down in tenths

I understand that tenths are objectives or quantities divided into ten equal parts I can compare and order simple fractions

I can recognise and show equivalent fractions

I can find and write fractions of a set of objects

I can add and subtract fractions with common denominators (less than one)

Measurement

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

I can measure the perimeter of simple 2-D shapes

I can add and subtract money, including giving change

I can tell and write the time from an analogue clock, including using Roman numerals

I can estimate and read time to the nearest minute

I can identify horizontal, vertical, parallel and perpendicular lines

I can identify whether angles are greater or less than a right angle

Statistics

I can interpret and present data using bar charts, pictograms and tables

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Year 3: Science

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Biology

Plants

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals and humans

- 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

Chemistry

Rocks and Fossils

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

Physics

Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Forces and Magnets

- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Year 3: Computing

Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller groups.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Understand computer networks, including the internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

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.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 3: Art

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork
Develop and share ideas in a sketchbook and in finished products Improve mastery of techniques
Learn about the great artists, architects and designers in history

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Year 3: Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression

Improvise and compose music using the inter-related dimensions of music separately and in combination

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand the basics of the stave and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of the history of music

Year 3: PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

Pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

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Year 3: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

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

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Apply their understanding of computing to programme, monitor and control their products

Cooking and nutrition

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

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Year 3: PSHE

Families and Friendships

What makes a family; features of family life

Safe Relationships

Personal boundaries; safely responding to others; the impact of hurtful behaviour

Respecting Ourselves and Others

Recognising respectful behaviour; the importance of self-respect; courtesy and being polite

Belonging to a Community

The value of rules and laws; rights, freedoms and responsibilities

Media Literacy and Digital Resilience

How the internet is used; assessing information online

Money and Work

Different jobs and skills; job stereotypes; setting personal goals

Physical Health and Mental Wellbeing

Health choices and habits; what affects feelings; expressing feelings

Growing and Changing

Personal strengths and achievements; managing and reframing setbacks

Keeping Safe

Risks and hazards; safety in the local environment and unfamiliar places

Year 3: Religious Education

Unit Number 3.1 Beliefs and Questions

Knowledge

Pupils will learn:

- about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest,
- about contemporary practices in relation to these four festivities,
- about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit,
- about the 'fruit of the Spirit' (Galatians 5:22).

Skills

- Pupils will explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity.
- Pupils will learn about values, including love, generosity, patience, faithfulness and self-control.

Unit Number 3.2 Religion, Community, Family and Prayer

Knowledge

Pupils will learn:

- about the practice, meaning and importance of the 5 daily Islamic prayers,
- about the meaning and use of the Lord's Prayer in Christianity,
- about prayer at a mosque or a church,
- about beliefs about Allah / God and prayer in the different religions.

Skills

- Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.

Unit Number 3.3 Worship and Sacred Places

Knowledge

Pupils will learn:

- about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship,
- 4 key terms in relation to each building,
- to identify similarities between the places of worship,
- to connect features of the buildings to religious beliefs, teachings, practices and ways of living.

Skills

- Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.

Year 3: Religious Education

Unit Number 3.4 Inspirational People from the Past

Knowledge

Pupils will learn about:

- at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam),
- examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus,
- examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.

Skills

- Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures.

Year 3: History

Changes in Britain from the Stone Age to the Iron Age
Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain
Julius Caesar's attempted invasion in 55-54 BC

The Roman Empire by AD 42 and the power of its army

Successful invasion by Claudius and conquest, including Hadrian's Wall

British resistance, for example, Boudica
'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Chronological Awareness

- I can use timelines to place events in chronological order.
- I understand that timelines can be divided in to BC and AD.
- I can use words and phrases like: century, decade.
- I can sequence several events and/or artefacts.

Knowledge and Understanding

- I can use evidence to describe houses and settlements, culture and the way of life, and beliefs and attitudes.
- I can use evidence from a range of sources to find out how any of these may have changed during a time period.
- I can suggest reasons for why there were differences between periods.

Historical Contexts

- I can use a range of sources, including visits, to collate information about the past.
- I can identify the difference between fact and opinion.
- I can study representations of the period, e.g. museums, cartoons etc.
- I understand how archaeologists have played a part in helping us understand more about what happened in the past.
- I can write about a significant event in the past.

Organise, Evaluate and Communicate Information

- I can present findings about the past using speaking, writing, ICT and drawing skills.
- I can use dates and vocabulary related to topic accurately.
- I can suggest different ways of presenting information for different purposes.

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Year 3: Geography

Locational Knowledge

- I know that the world is split up in to seven continents and I can record the key physical and human characteristics of Europe and its countries.
- I can match key European landmarks to its country and make suggestions as to how landmarks affect a country.
- I can match key physical features to countries. E.g. Mountain Range in France, Canals in Italy.
- I can build on prior knowledge of UK regions by using maps to locate countries and counties of United Kingdom.
- I can identify the key physical and human features of the UK. E.g. River Thames, Big Ben etc.
- I can locate the position of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.
- I can use maps to locate the Equator and the Tropics of Cancer and Capricorn.
- I can consider the countries and climates that surround these lines.
- I can study photographs and decide if they were taken close to the Equator or further away.

Place Knowledge

- I can look at maps, pictures and other sources to identify similarities and differences between a region of the United Kingdom and a region in a European country.
- I can compare physical and human features, draw conclusions and ask questions.
- I can identify main trade and economy of a region in a European country and compare to a region of the United Kingdom.
- I can analyse evidence and draw conclusions about both regions. E.g. Make comparisons between locations using photos, analyse temperatures in different locations

Human and Physical Geography

- I can locate places in the world where volcanoes and earthquakes occur.
- I can understand the cause of volcanoes and earthquakes.
- I can communicate in different ways the cause of volcanoes and earthquakes.
- I can draw diagrams, produce writing and use the correct vocabulary for each stage of the process of a volcanic eruption.
- I can draw diagrams, produce writing and use the correct vocabulary for the cause of an earthquake.
- I can discuss how volcanoes and earthquakes affect human life. E.g. settlements and land use
- I can ask, research and explain questions such as: How has land use changed over time? How has trading changed over time? How do we distribute natural resources such as food and water?

Year 3: Geography

Geographical Skills and Fieldwork

- I can locate countries using maps, atlases or globes to locate European countries.
- I can write about the features of these countries.
- I can use locational language to describe the location points on a map of the school/local area.
- I can take photographs of the main features of school and plot them on a map to show the route around the school.
- I can undertake environmental surveys of the school grounds, e.g. litter, noise, likes/dislikes.
- I can make an aerial plan/map of the school/local area and identify features with a key.
- I can use the eight points of a compass to describe the location of my school/places in the local area.

Year 3: MFL

Through learning French, we aim to enable pupils to have a gateway into another culture. We aim to foster pupils' curiosity and deepen their understanding of the world. We will teach French in KS2 which will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, in speech and in writing. Through practical examples, we hope to enable them to communicate in French.

Pupils will learn:

- Numbers 0-10
- Greetings
- Classroom Instructions
- Ask for and give name
- Christmas (letters and carols)
- Revision of numbers 0-10
- Ask for and state age
- Colours
- Shrove Tuesday
- Easter
- Names of fruit
- Food items
- Days of the week
- Months of the year

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