

Year: 3

Curriculum Information

Numeracy

Children should know their 2,5,3,4,10 times tables by heart and corresponding division facts.
Read and write numbers up to 1000 and put them in order.
Know what each digit is worth in a number.
Count on or back in tens or hundreds from any number e.g. 462, 472, 482... or 462, 562, 662...
Know by heart addition and subtraction facts to 20, e.g. $4 + 16 = 20$, $12 - 8 = 4$.
Work out sums such as $56 + 29$, and $97 - 51$ using written methods such as partitioning or number lines.
Find simple fractions, such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$, of shapes and numbers.
Tell the time on an analogue and digital clock to the nearest 5 minutes.
Use £.p. e.g. know that £2.04 is £2 and 4p.
Solve simple number problems and explain how to work them out.
Identify a range of 2D and 3D shapes and explain their properties.
Recognise right angles and lines of symmetry in simple shapes.
Explain and draw a simple graph.

Literacy

Reading

Identify the main text features of a text read
Identify the conventions, layout and language features of a specific text type.
Identify how words and phrases have been used to create effects, e.g. to create humour, images and atmosphere.
Understand how to use alphabetically ordered texts to retrieve information
Compare the way information is presented.
Understand the features of page layout in non-fiction texts and demonstrate where to look for specific information
Identify basic features of writers' use of language, e.g. where language is used to create mood and build tension.
Show awareness of and use a range of organisation features.

Writing

Select and use vocabulary appropriate to different text types.
Use interesting vocabulary varying the use of verbs for effect, keeping the tense consistent.
Use question marks, exclamation marks, speech marks and commas in a list with some accuracy.
Make decisions about which form of writing to use for a particular audience and purpose.
Demonstrate clear sections in different forms of writing, such as the beginning, middle and end and begin to arrange these sections into paragraphs.

<p>Science</p>	<p><u>Animals including Humans</u> To identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Rocks, fossils and Soils</u> To compare and group together different types of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><u>Working Scientifically</u> To ask relevant questions and to use different types of scientific enquiries to answer them. To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To gather, record, classify and present data in a variety of ways to help in answering questions. To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p><u>Forces and Magnets</u> To understand that some forces need contact between two objects, but magnetic forces can act at a distance. To 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.</p> <p><u>Light and Shadow</u> To recognise that we need light in order to see things and that dark is the absence of light. To recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p><u>Plants</u> To explore the requirements of plants for life and growth and how they vary from plant to plant. To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>Computing</p>	<p>We are programmers – Programming open-ended animation.</p> <p>We are bug fixers – Explore an introduction to debugging and developing an understanding of why scripts do not work as they should.</p> <p>We are presenters – Creating short narrated videos practicing a sport or other skill.</p> <p>We are network engineers – Pupils investigate how computer networks work. They use a simulation and learn some simple command prompt tools for testing network connections.</p> <p>We are communicators – Explore different ways of communicating through the internet.</p> <p>We are opinion pollsters – Children create their own opinion poll, seek responses, and then analyse the results.</p>

	Geography:	RE:	History:	Art:	DT:
Foundation Subjects	<ul style="list-style-type: none"> -Our Local Area -Weather around the World -Where does our Food Come From? 	<ul style="list-style-type: none"> -Diwali -Christmas -Passover -Easter -Ramadan -Eid 	<ul style="list-style-type: none"> -Pre-Historic Britan -The Stone Age -The Anglo-Saxons 	<ul style="list-style-type: none"> -Painting in the style of Hokusai -Making Plants -Sculpture 	<ul style="list-style-type: none"> -Shell structures -Levers and linkages -A healthy and varied diet.

Important Reminders:

Homework (Maths, Literacy, spellings and times tables), as well as a reading book are due back on a Monday, where both will be changed and sent back home on the Tuesday. These are then due back in again the following Monday. If your child forgets to bring in their book bag/book, they will not be able to take home a new one until the previously borrowed book comes back.

All homework needs to be completed so please support your child with this.

Spelling tests take place on Tuesday afternoons.

Times table tests take place on Fridays.

In Year 3, children have Fencing on Mondays and P.E on Wednesdays. They will need to bring a **full** change of kit that includes a t-shirt, jogging bottoms/shorts and trainers.

During one term in the school year, Year 3 attend swimming lessons on Thursdays and will need a swimming kit. A letter will be sent out prior to this.