



Curriculum Information Booklet

2017/2018

Oxton St. Saviour's CE (Aided) Primary School

Year Three

Mrs Shaw Mr Wild



Our Mission Statement

Our Vision:

To deliver a creative curriculum which inspires independent and collaborative learning and stimulates curiosity in our children, making relevant links between different areas of learning whilst delivering skills and knowledge in a thorough, consistent and balanced way within and beyond the classroom.



Geography/History

River study
The Romans
Volcanoes & earthquakes.
Boudicca
Where is Rome?
Hadrian's wall
Map skills—locating the
invasions
Julius Caesar
Landmarks in Rome
Successful invasions
Romanisation of Britain
Water cycle (Science link).
River study
OS maps

French

What do we know about France?
Greetings
What is your name
Colours
Numbers Christmas French customs



PE—

Indoor PE— Gymnastics
Outdoor PE— Hockey

ICT

E safety
Research
Scratch junior
Coding
Google Earth
Pic Collage

The Romans

PSHE

New beginnings
Getting on and falling out



Art and DT

Mosaics
Roman soldier collage
DT: design and make a healthy pizza

MUSIC

Let Your Spirit Fly
Glockenspiel
Singing— Harvest
Christmas

RE

Harvest
Good news Christian
God community
Incarnation



Number and Place Value

Count from 0 in multiples of 4, 8 and 50
Find 1 / 10 / 100 more or less than a given number .
Count in 50s
Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones) .
Order and compare numbers to 1000 .
Identify, represent and estimate numbers using different representations .
Read and write numbers up to 1000 in numerals and words.
Solve number and practical problems that involving all these ideas.
Add and subtract numbers mentally, including a 3 digit number and ones, a 3 digit number and tens, a 3 digit number and hundreds.
Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction.
Estimate the answer to a calculation and use inverse operations to check answers.
Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.
Recall multiplication and division facts for the 3,4 and 8 multiplication tables
Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2 digit numbers times one digit numbers, using mental and progressing to formal written methods.
Solve problems, including missing number problems, involving multiplication and division.
Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing one digit numbers by ten.
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
Compare and order fractions with the same denominator.
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 1 to X11, and 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in 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 duration of events[for example to calculate the time taken by particular events or tasks].

Geometry– properties of space

Draw 2D shapes and make 3D shapes using modelling materials; recognise 3D shapes in different orientations.

Recognise angles as a property of shape or a description of a turn.

Identify right angles, recognise that 2 right angles make half a turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle.

Identify horizontal or vertical lines and pairs of perpendicular and parallel lines.



Mathematics

Whole year

Measurement

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

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.

Writing: Vocabulary, Grammar and Punctuation

Using commas after fronted adverbials.
Indicating possession by using the possessive apostrophe with plural nouns.
Using and punctuating direct speech.
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 .
Using fronted adverbials .
Use and understand the grammatical terminology .

Spelling

Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals *for example, girls', boys'+ and in words with irregular plurals *for example, children's+ Use the first two or three letters of a word to check its spelling in a dictionary .

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Common exception words.



Reading Comprehension

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Predicting what might happen from details stated and implied.
Identifying main ideas drawn from more than one paragraph and summarising these.
Retrieve and record information from non-fiction.
Using dictionaries to check the meaning of words that they have read .
Discussing words and phrases that capture the reader's interest and imagination.
Identifying how language, structure, and presentation contribute to meaning .
Identifying themes and conventions in a wide range of books.
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Reading books that are structured in different ways and reading for a range of purposes.
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Writing—Transcription

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

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).

Writing—Composition

Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements . Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

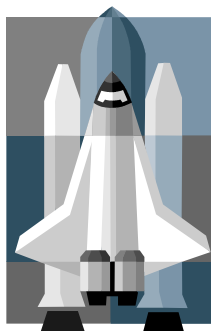
Spoken Language

Preparing poems and play scripts to read aloud and to perform.
Recognising some different forms of poetry *for example, free verse, narrative poetry* showing understanding through intonation, tone, volume and action.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context .
Asking questions to improve their understanding of a text

English
Whole year

Rocks and soils

- 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



Science Autumn Term



Working Scientifically

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.

Water

Please provide your child with a named water bottle.

It is school policy that the children are only allowed to drink water in the classrooms.

Naming

Please ensure all items of clothing are named.

This enables teachers to return any lost items quickly.

Coats

As we often go outside to complete various activities, your child needs to have a waterproof coat with them every day.

Homework

The children will have weekly spellings.

Maths and English homework will be given on a Thursday and brought in on a Tuesday.

Reading books to be brought in each day.

General Information...

Hair

Long hair should be tied back, off the face.

Pierced Ears

In the interest of health and safety, children must be able to remove or cover their own earrings. (Please provide tape or a box for the earrings to be stored in).



PE

PE kits need to be in school the first day after each holiday.

Children need to ensure their PE kit is readily available in school on the correct days.

Please ensure you look at the school uniform list to ensure your child has the correct school PE kit and suitable footwear. (For both indoor and outdoor PE).

Fruit / Healthy Snacks

The children can bring in a healthy snack in a disposable bag for break times. They also have the opportunity to buy a healthy snack during playtime from our tuck shop—items range from 30p to 50p.



Reading

Children will bring home a book every day from school. We encourage the children to read little and often. We would ask that the book is brought back into school each day. Although the children are now becoming more fluent readers it is really important and advantageous for them to read aloud to an adult. Asking and answering questions about the text will help develop their comprehension skills.

We do appreciate your comments or concerns about your children's reading in their reading logs.

Parent Helpers

During the term there may be opportunities for you to support the class on school outings and activities. If you would be interested to help please let us know via the School Office. Your help is greatly appreciated.

Mathematics

Times tables will be practised in school each week and the children will be asked to practise tables at home too. Activities will be sent appropriate for the stage the children are at. Constant practise of times tables is really important. The new curriculum states that the main aim at the end of Year 3 is for the children to recite the 2,5,10,3,4, and 8 times tables.

Handwriting

We encourage children to maintain a cursive handwriting style. Support from home is greatly appreciated if you can encourage children to complete homework in pencil, in a cursive style.

Bulletin

A celebration of this terms activities will be updated regularly on our school website.

Look out for new information on Makewaves, our school VLE (accessed from the homepage on our website).

How you can help us
by supporting your
child's learning...



Homework

Where possible, it would be beneficial for your child to complete their homework independently. If there is a week where your child has found an area particularly difficult, please do not hesitate to send a note in with the homework. The homework set will be relevant to the skills the children have learnt

