



The New National Curriculum at Downfield Primary School

Year Three

Below you will find information on what the children will be taught throughout their time in year three. Children working at an age appropriate level will have a good understanding of the concepts and topics taught throughout the year.

At Downfield the children have an English and Maths lesson every morning.

PSHCE is taught in accordance with the DfE guidance.

Spanish is taught once a week.

All of the other subjects are taught through the Downfield School Topic Based Curriculum

In Year Three the topics being covered are:

	Autumn Computing: Bringing Images to Life		Spring Computing: Keeping Informed	Summer Computing: Developing Communication	
Year 3	Life in the Rainforest	Ourselves	Awesome Egyptians	Changes in Britain from the Stone Age to the Iron Age	Feel the force

If you have any questions about the Year Three curriculum please make an appointment to see the class teacher as soon as possible.

English

Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2 (Years 1-6))

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- 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, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading (The objectives for reading are common across Years 3 and 4)

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
 - 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
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the

reader's interest and imagination
recognising some different forms of poetry [for example, free verse, narrative poetry]

- understand what they read, in books they can read independently, by
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
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 1 paragraph and summarising these
identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.

Writing (The objectives for Writing are common across Years 3 and 4)

Composition

- Plan their writing by:
discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
discussing and recording ideas
- Draft and write by:
composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
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:

Vocabulary, grammar & punctuation

- develop their understanding of the concepts set out in English National Curriculum 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
using fronted adverbials
- learning the grammar for years 3 and 4 in English National Curriculum

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 proofread for spelling and punctuation errors

- read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- 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 2 or 3 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.

Handwriting and Presentation

- 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].

Maths

Working mathematically

By the end of year 3, children will talk about their mathematics using the numbers they are familiar with, applying their understanding of number, measures and shape to a greater range of problems. They will make decisions about calculations and information that is needed to solve problems, for example when a recipe for two people needs to be doubled to make a recipe for four. Children will be expected to prove their thinking through pictures, jottings and conversations. They will be encouraged to pose their own questions, working in an organised way to solve them which will help pupils to identify common patterns or any errors more easily.

Counting and understanding numbers

- Children will be very familiar with numbers that have 3 digits and will have experienced many opportunities to order, compare and show them in different ways using apparatus such as a tape measure, a 100 grid or money. Using their understanding of place value (how the value of each digit changes depending on its position in the number), children will be able to partition (break and make) numbers in different ways e.g. $234 = 200$ and 30 and 4 ; 100 and 100 and 20 and 10 and 4 ; or 200 and 20 and 14 . They will develop a secure understanding of numbers up to 1000 and will count beyond it in 1 s, 10 s and 100 s. They will use this counting to help find 10 or 100 more than any given number.
- Children will be introduced to numbers with one decimal place and will count up and down in tenths; share groups of objects or shapes into tenths and represent these in pictures and using hands-on resources.
- Children will count forwards and backwards from 0 in steps of 4 , 8 , 50 and 100 and link this to multiplication and division. They will also count in 3 s to help maintain their fluency from Year 2.

Fractions including decimals

- Children will develop their understanding of fractions and decimals and will be introduced to tenths. They will count and understand tenths as ten equal parts as well as through dividing sets of objects into ten equal parts / groups.
- They will find and write fractions of objects using their multiplication tables knowledge, e.g. $\frac{1}{5}$ of a group of 20 buttons can be solved by $20 \div 5 = 4$, and will continue to explore equivalent fractions using diagrams to explain their understanding e.g. $\frac{2}{4}$ is equivalent to or of equal value to $\frac{4}{8}$.
- They will also begin to add and subtract fractions where the denominator is the same e.g. $\frac{4}{6} + \frac{1}{6} = \frac{5}{6}$.

Calculating

- Children will continue to develop their mental calculation skills to add and subtract combinations of three-digit numbers e.g. 248 ± 8 ; 319 ± 40 ; 428 ± 200 . They will develop their range of strategies using jottings (sketches and notes to help them remember the steps) and number lines to help them understand how each calculation works. Children will share their methods with others to help them see which work best, are quickest and most accurate. Children will understand the importance of estimation when calculating to see if their answer is reasonable or not.
- They will recall their multiplication and division facts for 3 , 4 and 8 x tables and be supported to see the links between the 2 , 4 and 8 x tables. They explore patterns and rules for the times tables they learn and will use pictures and objects to support their understanding. They will also learn that multiplication can be done in any order e.g. $3 \times 4 \times 2 = 2 \times 3 \times 4$.
- Children will be introduced to more formal methods of recording addition and subtraction, including column methods. They will use hands-on resources to secure their understanding of these methods. This will be applied to numbers up to three digits. Children who become very adept at these calculations will be stretched through problems such as those involving missing numbers so that they know when, if and why they need to use these methods.
- Children will develop their understanding of multiplication and division and apply their times table knowledge to multiply 2 -digit by 1 -digit numbers using the skills of partitioning (breaking and making numbers). For example, 43×5 can also be thought of as 40×5 and 3×5 or $(4 \times 5 \times 10) + (3 \times 5)$.
- They will move from informal methods of calculating multiplication and division to formal written methods i.e. short column multiplication and be supported by using

Geometry

- Children will accurately draw 2-D shapes with rulers measuring sides accurately.
- They will make 3-D shapes to help them understand how they are composed and will recognise 3-D shapes in a range of places and contexts (e.g. buildings, packages) and use correct mathematical vocabulary to describe them.
- They will learn what a right angle is and know that two right angles make a half-turn, three make three quarters of a turn and four a complete turn as well as identify whether angles are greater than or less than a right angle .
- They will also be able to identify horizontal and vertical lines and pairs of perpendicular (\perp) and parallel lines (=).

Statistics

- Children will collect, organise, answer and pose questions about information using bar charts, pictograms and tables to answer questions such as 'how many more children prefer football to cricket?'

hands-on resources.

Measurement

- Children will continue to measure, compare, add and subtract measurements and progress to mixed units e.g. expressing amounts as litres and millilitres – 2 litres 400ml.
- They will measure the perimeter of 2-D shapes and will continue to add and subtract amounts of money including giving change.
- Children will estimate and read time to the nearest minute on analogue and digital clock faces. They will be introduced to the Roman numerals I to XII to help with this.
- Problem solving and calculating with time will involve comparing the duration of events such as the length of favourite television programme or journeys to school. They will use language with increasing accuracy, such as seconds, minutes and hours; o'clock, a.m. / p.m., morning, afternoon, noon and midnight.
- They will need to recall the number of seconds in a minute and the number of days in each month, year and leap year.

Topic Based Curriculum - Autumn

Autumn 1- Life in the Rainforest

In this topic children will identify rainforest locations around the World. We will investigate the life cycle of a flowering plant, and learn about the conditions needed for plants to flourish. Children will create observational drawings of plants, and will recreate rainforests painting by artists from the past.

Autumn 2- Ourselves

Children will learn about healthy eating and how we can keep our bodies healthy. We will identify the function of the skeleton and muscles. Children will understand the differences and similarities between where we live and a contrasting locality. We will be making our own healthy smoothie, and understanding why it is healthy.

Topic Based Curriculum– Spring

Spring- Awesome Egyptians

Children will learn about the Egyptians by focusing on pyramids, mummification, hieroglyphics and Tutankhamun. We will be making our own Tutankhamun mask. We will know who discovered Tutankhamun's tomb, and learn about Magna Carta. Also, we will learn about the River Nile. In Science we will be learning about light and shadows.

Topic Based Curriculum – Summer

Summer 1- Changes in the Stone Age to the Iron Age

Children will make comparisons between the Stone Age and Iron Age. We will learn about rocks, fossils and soils. In addition, we will create textured cave paintings.

Summer 2- Feel the Force

Children will learn about how magnets and forces work. We will look closely at friction and gravity.

Computing

Autumn

Bringing Images to Life

Children develop understanding of the ways that digital images can be edited and transformed. They develop understanding of animation, using digital tools to create their own animation. They use programming software to produce programmed animations, using sequence, repeat and selection.

Spring

Developing Communication

Children use online communication tools such as email, blogs and discussion forums to support collaborative learning, safely and respectfully. They use simple sound editing software to record and manipulate sound clips.

Summer

Keeping Informed

Children understand the difference between data and information. They use sensing and datalogging tools to gather data to support their science investigations. They structure data in branching and flat-file databases and understand how to derive information from these sources.

Spanish

Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences

Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing

- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

In year 3 the children will be completing the following units:

- Yo aprendo español
- Los animales
- Los instrumentos
- Caperucita Roja
- Hablo español

Physical Education

Sport & Games

The children will be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], modified where appropriate, 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

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

Religious Education

In RE this year we will be learning about Christianity and Islam. We will be looking at beliefs and practises of both religions. We will look at the key events in the life of Jesus. Also, we will be looking at rules and how they influence actions. We will be learning about specials and sacred places for Christians and Muslims.

How you can help

Parental support is vital to helping children succeed in school. Please make sure that you are reading with your child at least 3 times a week and signing their reading record book.

Please support pupils to learn their times tables. By the end of Year 3 pupils must know their times tables and related division facts for the 2x, 3x, 4x, 5x, 8x and 10x tables.

Pupils receive homework each Friday which consists of Maths, Literacy and Spelling homework. Please support your child to do this as this builds onto the learning we have done in class throughout the week.

Each half term your child will study a new topic, information will be sent home in advance, please can your support your child to research more information about the topics they are studying as this will be beneficial for them.

You can log into your child's Classroom Monitor account once every term where you will be given web links to activities that can be completed at home with your child.

If you are still unsure about how you can help please make an appointment to see your child's teacher as soon as possible.