

YEAR 3 CURRICULUM PLAN 2017 - 2018

<h2 style="text-align: center;">English</h2>	<p>Narrative with sequential structure - Opening - introduction of characters or setting Build-up - some indication of what the problem might be to create suspense Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning, showing character's feelings or how he/she or the situation has changed.</p> <p>Poems to perform List poems with extended lines. Similes. Shape poetry.</p>	<p>Quest and adventure stories.</p> <p>Legends. Stories with Dilemmas</p> <p>Non-chronological report written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc to add clarity..</p>	<p>WORD STRUCTURE Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p> <p>SENTENCE STRUCTURE Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p> <p>TEXT STRUCTURE 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 (For example, He has gone out to play contrasted with He went out to play)</p>			<p>PUNCTUATION Introduction to inverted commas to punctuate direct speech</p> <p>TERMINOLOGY word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks), consonant, consonant letter vowel vowel letter, clause, subordinate clause</p>	
<h2 style="text-align: center;">Maths</h2>	<p>Number and place value</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number ▪ recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ▪ compare and order numbers up to 1000 ▪ identify, represent and estimate numbers using different representations 	<p>Addition and subtraction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ add and subtract numbers mentally, including: <ul style="list-style-type: none"> - a three-digit number and ones - a three-digit number and tens - a three-digit number and hundreds ▪ add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction 	<p>Multiplication and division</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recall and use 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 that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods ▪ solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 	<p>Fractions</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 ▪ recognise, find and write fractions of a 	<p>Measurement</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) ▪ measure the perimeter of simple 2-D shapes ▪ add and subtract amounts of money to give change, using 	<p>Geometry: properties of shapes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them ▪ recognise that angles are a property of shape or a description of a turn ▪ identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle ▪ identify horizontal and vertical lines and pairs of perpendicular and parallel lines 	<p>Statistics</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 (for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$) compare and order unit fractions, and fractions with the same denominator solve problems that involve all of the above 	<ul style="list-style-type: none"> both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of 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 durations of events [for example to calculate the time taken by particular events or tasks] 				
RE	Homes Domestic Church	Promises Baptism / Confirmation	Visitors Advent / Christmas	Journeys People / Local Church	Listening and Sharing Eucharist	Giving All Lent / Easter	Energy Pentecost	Choices Reconciliation	Special People Universal Church
Computing	3.1 We are programmers Programming an animation	3.2 We are bug fixers Finding and correcting bugs in programs	3.3 We are presenters Videoring performance		3.4 We are network engineers Exploring computer networks, including the internet		3.5 We are communicators Communicating safely on the internet		3.6 We are opinion pollsters Collecting and analysing data

Discovery Curriculum	Who first lived in Britain? (How do we move so quickly?)		Can robots be our friends? (Are you attractive enough? magnets)		What has Greece always been in the news?		What makes the Earth angry? What do rocks tell us about the way the Earth was formed?			How did the Victorian period help to shape Newton le Willows? (How did that blossom become an apple?)		Would you like to live in Barcelona?		
	MFL	Greetings	Clothing	Colours	Sports/hobbies	Number	Time	Animals	Food/Drink	Home /School/ Town	Body parts	Alphabet	Weather	Rhymes / Poems / Songs/ Stories
Music	Three little birds		Ho, ho, ho		Glockenspiel Stage 2		Benjamin Britten - there was a monkey			Let your spirit fly		Reflect, rewind and replay		
PE	Dance Zumba / Roman Dance		Invasion Games Throwing / catching (Netball) Hockey / Football		Athletics Track		Gymnastics Small apparatus Rolling and Sequencing Travelling and Balancing		Striking and Fielding Rounders / Cricket		Swimming		Net / wall Games Tennis	
PSHE	Danger! Danger!		S.T.O.P BULLYING		Is it risky?		What communities am I part of?					999 – what is your emergency?		