

“We live, learn and love in His way.”

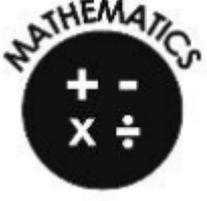


Holy Family RC Primary School

Curriculum information for Parents and Carers

Year 3

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted, that the details below are the ‘standard curriculum’ requirements; we constantly differentiate these to support and extend all pupils.

	<ul style="list-style-type: none"> • Comment on the way characters relate to one another. • Know which words are essential in a sentence to retain meaning. • Draw inferences such as inferring characters’ feelings, thoughts & motives from their actions. • Recognise how commas are used to give more meaning. • Recognise plurals, pronouns and how they are used, collective nouns and adverbs. • Recognise inverted commas. • Explain the difference that adjectives and verbs make.
	<ul style="list-style-type: none"> • Use conjunctions (when, so, before, after, while, because). • Use adverbs (e.g. then, next, soon). • Use prepositions (e.g. before, after, during, in, because of). • Experiment with adjectives to create impact. • Correctly use verbs in 1st, 2nd & 3rd person. • Use perfect form of verbs to mark relationships of time & cause. • Use inverted commas correctly to punctuate direct speech. • Group ideas into paragraphs around a theme. • Write under headings & sub-headings. • Legible, joined handwriting.
	<ul style="list-style-type: none"> • Compare & order numbers up to 1000. • Read & write all numbers to 1000 in digits & words. • Find 10 or 100 more/less than a given number. • Count from 0 in multiples of 4, 8, 50 & 100. • Recall & use multiplication & division facts for 3, 4, 8 tables. • Recognise place value of any 3-digit number. • Add & subtract: <ul style="list-style-type: none"> 3-digit numbers & ones 3-digit numbers & tens 3-digit numbers & hundreds • Add & subtract numbers with up to 3-digits using efficient written method (column). • Use inverse to check. • Multiply 2-digit by 1-digit numbers. • Count up/down in tenths. • Compare & order fractions with same denominator. • +/- fractions with same denominator.

	<ul style="list-style-type: none"> • Know pairs of fractions that total 1. • Tell time using 12 and 24 hour clocks; and using roman numerals. • Tell time to nearest minute. • Know number of days in each month (calendar rhyme)
	<ul style="list-style-type: none"> • Explain the importance of a nutritious balanced diet. • Identify and describe the functions of different parts of plants (roots, stem, leaves and flowers). • Sort the same group of materials in different ways. • Compare the properties of materials in different situations e.g. floating in salty water, magnetism in water. • Compare and group together different rocks based on their simple physical properties. • Describe and explain how different rocks can be useful to us. • Describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed. • Talk about how some magnets attract or repel each other. • Classify which materials are attracted to magnets. • Explain the difference between transparent, translucent and opaque. • Explain what dark is using words like shadow. • Explain how shadows are formed.
<p>Religious Education</p> 	<ul style="list-style-type: none"> • We follow the Come & See scheme of work, click here to see the topics covered.
<p>COMPUTING</p> 	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals. • Use sequence, selection, and repetition in programs. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals. • use search technologies effectively. • Use technology safely, respectfully and responsibly.
<p>HISTORY</p> 	<ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade. • Use a timeline within a specific time in history to set out the order things may have happened. • Begin to picture what life would have been like for the early settlers – Stone Age to Iron Age. • Recognise that Britain has been invaded by several different groups over time. • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. • Use various sources of evidence to answer questions
<p>GEOGRAPHY</p> 	<ul style="list-style-type: none"> • Use correct geographical words to describe a place and the things that happen there. • Identify key features of a locality by using a map. • Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE.) • Describe how volcanoes, earthquakes and tsunamis are created • Explain why a place is like it is. • Name a number of countries in the Northern Hemisphere. • Locate and name some of the world's most famous volcanoes.

	<ul style="list-style-type: none"> • Be aware of different weather in different parts of the world, especially Europe.
<p style="text-align: center;">ART</p> 	<ul style="list-style-type: none"> • Use their sketches to produce a final piece of work. • Write an explanation of their sketch in notes. • Use different grades of pencil shade, to show different tones and texture. • Predict with accuracy the colours that they mix. • Know where each of the primary and secondary colours sits on the colour wheel. • Use a range of brushes to create different effects. • Use their sketch books to express feelings about a subject and to describe likes and dislikes. • Make notes in their sketch books about techniques used by artists. • Suggest improvements to their work by keeping notes in their sketch books. • Explore work from other cultures. • Explore work from other periods of time.
	<p>Show that their design meets a range of requirements.</p> <ul style="list-style-type: none"> • Put together a step-by-step plan which shows the order and also what equipment and tools. • Describe their design using an accurately labelled sketch and words. • Assess how realistic their plan is. • Use equipment and tools accurately. • Use the most appropriate materials. • Work accurately to make cuts and holes. • Join materials.
<p style="text-align: center;">MUSIC</p> 	<ul style="list-style-type: none"> • Create repeated patterns with different instruments. • Create accompaniments for tunes. • Combine different sounds to create a specific mood or feeling. • Improve their work; explaining how it has improved. • Use musical words (the elements of music) to describe a piece of music and compositions. • Use musical words to describe what they like and dislike. • Recognise the work of at least one famous composer.
<p style="text-align: center;">PE</p> 	<ul style="list-style-type: none"> • Begin to use tactics in small game activities and move to find a space when not in possession during a ball game. • Create, repeat and improve a sequence showing at least 3 phrases in gymnastics and dance. • Perform movements with skill and safety, showing good awareness of space and partner's needs. • Plan, perform and repeat sequences including changes of speed, levels, shapes and movement. • With a partner or in a small group create dance phrases that communicate ideas. • Explain at least one benefit of warm up and cooling down during PE and Sport activities.
<p style="text-align: center;">LANGUAGES</p> 	<ul style="list-style-type: none"> • 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 the link the spelling, sound and meaning of words. • 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.

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| | <ul style="list-style-type: none">• Present ideas and information orally to a range of audiences.• Read carefully and show understanding of words, phrases and simple writing.• Read carefully and show understanding of words, phrases and simple writing.• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. |
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