

Year 3

Curriculum Booklet

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**Introduction**

This booklet is a guide to your daughter’s current academic year, giving you an overview of the content of our curriculum at St. Mary’s. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the girls, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).

**Year 3 Yearly Overview for English**

(Your daughter will be assessed against the following criteria)

|  |  |
| --- | --- |
| **Reading** | **Writing** |
| Develops positive attitudes to reading and understanding of what they read by:   * Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. * Using dictionaries to check the meaning of words they have read. * Identifying themes and conventions in a wide range of books.   Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  Understands what they have read independently by:   * 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. * Retrieving and recording information from non-fiction. | Organises paragraphs around a theme.  In narratives, creates settings, characters and plot.  Proof-reads for spelling and punctuation errors.  Uses the forms ‘a’ or ‘an’ according to whether the next word begins with consonant or a vowel e.g. a rock, an open box.  Expresses time, place and cause using conjunctions.  Introduces inverted commas to punctuate direct speech.  Uses headings and sub-headings to aid presentation.  Uses the present perfect form of verbs instead of the simple past e.g. ‘He has gone out to play’ in contrast to ‘He went out to play’. |

**Year 3 Yearly Overview for Mathematics**

(Your daughter will be assessed against the following criteria)

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| --- | --- |
|  | |
| **Number and place value**   * Counts from 0 in multiples of four, eight, 50 and 100. * Can work out if a given number is greater or less than 10 or 100. * Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones). * Solves number problems and practical problems involving these ideas.   **Addition and subtraction**  Adds and subtracts numbers mentally including:   * a three-digit number and ones * a three-digit number and tens * a three-digit number and hundreds   **Multiplication and division**   * Recalls and uses multiplication and division facts for the multiplication tables three, four and eight. * Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. | **Fractions (including decimals)**   * Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. * Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. * Recognises and shows, using diagrams, equivalent fractions with small denominators.   **Measurement**   * Measures, compares, adds and subtracts lengths (m/cm/mm), mass (kg/g); volume/capacity (l/ml). * Adds and subtracts amounts of money to give change, using both £ and p in practical contexts. * Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks. * Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn. * Identifies whether angles are greater than or less than a right angle.   **Statistics**   * Interprets and presents data using bar charts, pictograms and tables. |

**Year 3 - Science**

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| --- | --- | --- |
| **Topic / Area of study** | **Description** | **The skills the girls will develop through these topics** |
| **Forces & Magnets**  [Image result for magnets](http://www.google.co.uk/url?url=http://flamencogypsy.com/2016/03/magnets-future-guitar-building/&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwi9mv_qpenOAhXMC8AKHcw9BpEQwW4IHDAD&usg=AFQjCNEm741fn-tJxy_Tq_vPwd4zZXYwtQ) | In this unit of study, the girls will discover-   * The different types of forces * Complete experiments using forces * Find out about magnetism   This links in with forces, so the girls will find out the following-   * Why magnets attract and repel? * Making a simple compass | To notice that some forces need contact between two objects and some forces act from a distance.  Observe how magnets attract or repel each other and attract some materials and not others. |
| **Animals, including humans**  [Image result for cow](http://www.google.co.uk/url?url=http://creepypasta.wikia.com/wiki/Stupid_Cows&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwic-__DpenOAhUHKMAKHRLYAIEQwW4IHjAE&usg=AFQjCNEE4jnzJRwdxVLjbBmbyCdNzYOUsA) | In this area of study the girls will look at-:   * Nutrition, including different diets * The human skeleton * Muscles and how they work in pairs. | Identify that animals including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.  Describe the ways in which nutrients and water are transported within animals, including humans.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |
| **Rocks**  [Image result for rocks](https://www.google.co.uk/url?url=https://en.wikipedia.org/wiki/Logan_Rock&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwjRk_SfpunOAhWqDsAKHfApBOMQwW4IODAR&usg=AFQjCNE1rqvQ3Uyy8teWZ0yQJ3f4rPyg7g) | The girls will discover the following-:   * The different layers of rocks. * Rocks & stones around the school. * The Earth’s structure. * Volcanic eruptions * Fossils | Compare and group together different kinds of rocks on the basis of their simple physical properties.  Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. |
| **[Image result for cactus](http://www.google.co.uk/url?url=http://weknowyourdreams.com/cactus.html&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwjbhY66punOAhVlAcAKHQoQAcQQwW4IHDAD&usg=AFQjCNH8a8QX5Z9zlFg7XdCcC8qQyyq0Aw)Plants** | For this unit of study, the girls will find out the following-   * Parts of a flowering plant * Conditions for growing plants. * Life processes * Water transportation in plants * Seed dispersal | Identify & describe the functions of different parts of flowering plants; roots etc.  Explore the requirements of plants for life & growth and how they vary from plant to plant. (air, light, soil, water, nutrients & room to grow).    Investigate the way in which water is transported within plants. |
| **Light**  [Image result for sun](http://www.google.co.uk/url?url=http://www.wpclipart.com/weather/sun/sun_7/sun_strong_bold.png.html&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwjorvSFpenOAhXCBcAKHYWiCT4QwW4ILjAM&usg=AFQjCNHsgHmYsR3K_devncYVfBfUt6fl7g) | In this unit the girls will explore:   * How darkness and light affect our senses? * Reflectors and sources of light. * Reflected light. * The Sun * Transparent, translucent & opaque | Notice that light is reflected from surfaces.  Recognise that they need light in order to see things and that dark is the absence of light.  Recognise that they need light in order to see things and that dark is the absence of light. |

**Year 3 - History**

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| **Topic / Area of study** | **Description** | **The skills the girls will develop through this topic** |
| **[https://annoyzview.files.wordpress.com/2012/03/roman_soldier_1.jpg?w=153&h=300](https://annoyzview.files.wordpress.com/2012/03/roman_soldier_1.jpg)Romans** | Colchester has a rich seam of Roman heritage which we will use as the basis for our module on the Roman period. The girls will look at the fortifications that surround our town and learn more about the lives of the Roman soldiers. The dramatic attack on Colchester from Boudicca will be brought alive when we visit Colchester castle. | To suggest causes and consequences of some of the main events and changes in history.  To give a broad overview of the life in Britain from ancient until medieval times.  To place events, artefacts and historical figures on a timeline using dates.  To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.  To describe different accounts of an historical event, explaining some of the reasons accounts may differ.  To use evidence to ask questions and find answers to questions about the past.  To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. |
| Shang Dynasty | Pupils will develop an understanding on the Shang Dynasty which for **500 years**, part of **China** was ruled by the Shang dynasty during the era **1600 - 1046 BC**. Their territory was along the **Yellow River** which produced fertile **farms** for the people. These farms were very important to the success of the Shang dynasty. |

**Year 3 - Geography**

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| **Topic / Area of study** | **Description** | **The skills the girls will develop through this topic** |
| **Modern Europe**  Europe | We voyage across the seas to the Mediterranean climate to compare it with the cooler conditions of the UK. The girls will discover what the physical and human elements of each country are and then will be in a position to draw comparisons, noting differences and similarities. | To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  To ask and answer geographical questions about the physical and human characteristics of a location.  To describe key aspects of land use.  To describe geographical similarities and differences between countries.  To use field work to observe and record human and physical features in the local area using a range of methods. |
| **Mountains** | The girls will use an atlas to locate the highest peaks around the world. They will discover how mountain ranges are formed and begin to understand the composition of the earth. They will learn to use the correct geographical language to describe the features of mountains and explore mountain climate. |

**Year 3 – Additional Subjects**

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| **RE** | | | | | | | |
| Topics to be covered:   * Christianity – Introducing Jesus and the Teaching of Jesus * Judaism – The Synagogue * Sikhism – Guru Granth Sahib and the Gurdwara | | | | | | | |
| **PSHEE/Philosophy** | | | | | | | |
| Topics to be covered:   * Feelings & Emotions - Grief * The Working World – Looking After Our World Keeping/Staying Healthy - Medicines * Relationships – Touch * Hazard Watch – Is it Safe to Play with? * First Aid – Fire Station * Being Responsible - Stealing * Computer Safety – Making Friends Online * Keeping/ Staying Safe – Leaning out of the Window | | | | | | | |
| **Computer Science** | | | | | | | |
| Topics to be covered:   * eSafety * Digital Core Skills (multi-skills unit) * Coding 3: Sequence & Animation * Online Detectives * Coding 3: Conditional Events * Rainforests (multi-skills unit) | | | | | | | |
| **Languages** | | | | | | | |
| The main focus within French will be speaking and listening. Other strands which will enrich this are reading and writing. The girls will also develop an awareness of the cultural aspects within French speaking provinces. Topics which will be studied include weather, hobbies, giving and understanding instructions, asking for snacks. | | | | | | | |
| **Design and Technology** | | | | | | | |
| The girls will learn how to place a simple pattern on fabric, cut it out, sew and decorate it with their own ideas. They will also try a selection of embroidery stitches to enhance their work. The girls will complete a STEM Lego project applying problem solving, critical thinking and spatial reasoning through hands-on building and design. They will work as a team to experiment with various solutions developing logical thinking. They will then make and evaluate their product. | | | | | | | |
| **Art and Design** | | | | | | | |
| The girls will look at the work of some artists relating to the strands of drawing, painting, textiles and sculpture. A range of techniques will be explored and the girls will be given the opportunity to experiment with different materials. | | | | | | | |
| **Music** | | | | | | | |
| * To sing from memory with accurate pitch and diction. * To choose, order, combine and control sounds to create an effect. * To begin to recognise notes on a musical stave as well as symbols for minim, crotchet and semibreve. * To begin to evaluate music using musical vocabulary. | | | | | | | |
| **PE** | | | | | | | |
| * Uphold the spirit of fair play and respect in all competitive situations. * To maintain possession of the ball (with feet, a hockey stick or hands). * To throw and catch with control and accuracy. * To move in a clear, fluent and expressive manner in gymnastics and dance. * To swim between 25 and 50 metres unaided. * To run over a longer distance, conserving energy to sustain performance. * To choose appropriate tactics to challenge the opposition. | | | | | | | |
| **Forest School** | | | | | | | |
| Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health. | | | | | | | |
| **French** | **Translation (English)** | **French** | **Translation (English)** | **French** | **Translation (English)** | **French** | **Translation (English)** | |
| **Lundi**  **Mardi**  **Mercredi**  **Jeudi**  **Vendredi**  **Samedi**  **Dimanche**  **Janvier**  **Février**  **Mars**  **Avril**  **Mai**  **Juin**  **Juillet**  **Août**  **Septembre**  **Octobre**  **Novembre**  **Décembre**  **Quelle est la date ton anniversaire?**  **C’est le…**  **Quel âge as-tu?**  **J’ai …… ans**  **Nombre:**  **Un**  **Deux**  **Trois**  **Quatre**  **Cinq**  **Six**  **Sept**  **Huit**  **Neuf**  **Dix**  **Onze**  **Douze**  **Treize**  **Quatorze**  **Quinze**  **Seize**  **Dix-sept**  **Dix-huit**  **Dix-neuf**  **Vingt**  **Vingt-et-un**  **Vingt-deux**  **Vingt-trois**  **Vingt-quatre**  **Vingt-cinq**  **Vingt-six**  **Vingt-sept**  **Vingt-huit**  **Vingt-neuf**  **Trente**  **Trente-et-un**  **Trente-deux**  **Trente-trois**  **Trente-quatre**  **Trente-cinq**  **Trente-six**  **Trente-sept**  **Trente-huit**  **Trente-neuf**  **Quarante**  **Il fait -beau/mauvais**  **Chaud/froid**  **Du soleil**  **Du vent**  **Il pleut**  **Il neige**  **En été**  **En Autumne**  **En Hiver**  **Au printemps** | **Monday**  **Tuesday**  **Wednesday**  **Thursday**  **Friday**  **Saturday**  **Sunday**  **January**  **February**  **March**  **April**  **May**  **June**  **July**  **August**  **September**  **October**  **November**  **December**  **When is your birthday?**  **It is on… (date/month)**  **How old are you?**  **I am …… years old**  **Number:**  **One**  **Two**  **Three**  **Four**  **Five**  **Six**  **Seven**  **Eight**  **Nine**  **Ten**  **Eleven**  **Twelve**  **Thirteen**  **Fourteen**  **Fifteen**  **Sixteen**  **Seventeen**  **Eighteen**  **Nineteen**  **Twenty**  **Twenty-one**  **Twenty-two**  **Twenty-three**  **Twenty-four**  **Twenty-five**  **Twenty-six**  **Twenty-seven**  **Twenty-eight**  **Twenty-nine**  **Thirty**  **Thirty-one**  **Thirty-two**  **Thirty-three**  **Thirty-four**  **Thirty-five**  **Thirty-six**  **Thirty-seven**  **Thirty-eight**  **Thirty-nine**  **Forty**  **It’s -**  **nice/horrible**  **Hot/cold**  **Summy**  **Windy**  **It’s raining**  **It’s snowing**  **Summer**  **Autumn**  **Winter**  **Spring** | **J’ai un/e/des ….**  **Un crayon**  **Un sac**  **Un livre**  **Un stylo**  **Un cahier**  **Une gomme**  **Une rѐgle**  **Une trousse**  **Un compas**  **Des ciseaux**  **Des feutres**  **Une colle**  **Sur/dans** | **I have a …**  **Pencil**  **Bag**  **Book**  **Pen**  **Exercise book**  **Rubber**  **Ruler**  **Pencil case**  **Compass**  **Scissors**  **Felts**  **Glue-stick**  **Out/in** | **Le/la/les**  **La Tête**  **La bouche**  **Les épaules**  **Les genoux**  **Les Pieds**  **Les Yeux**  **Les Oreilles**  **Le Nez**  **Les cheveux**  **La bouche**  **La jambe**  **Le bras**  **Touchez**  **Ecoutez**  **Tournez**  **Hochez**  **Levez**  **J’aime..**  **Je n’aime pas…**  **Le foot**  **Le tennis**  **Le roller**  **Le vélo**  **La gymnastique**  **La danse**  **La natation**  **L’équitation**  **Le ski**  **Le jogging**  **Le golf** | **The**  **Head**  **Mouth**  **Shoulders**  **Knees**  **Feet**  **Eyes**  **Ears**  **Nose**  **Hair**  **Mouth**  **Leg**  **Arm**  **Touch**  **Listen**  **Turn**  **Nod**  **Lift**  **I like…**  **I don’t like…**  **Football**  **Tennis**  **Rollerblading**  **Cycling**  **Gymnastics**  **Dance**  **Swimming**  **Horse riding**  **Skiing**  **Jogging**  **Golf** | **C’est**  **J’aime les**  **C’est quelle couleur?**  **Vert**  **Rouge**  **Marron**  **jaune**  **bleu**  **Crѐme**  **Argent**  **Or**  **Violet**  **Brun**  **Noir**  **Gris**  **Banc**  **rose**  **Je voudrais …. Svp**  **C’est délicieux**  **C’est bon**  **C’est mauvais**  **Ce n’est pas bon**  **Une pomme**  **Une poire**  **Une pêche**  **Une banane**  **Une orange**  **Un citron**  **Des raisins**  **Un melon**  **Un kiwi**  **Des fraises**  **Un ananas**  **Une pizza**  **Un jus d’orange**  **Un sandwich**  **Un gâteau**  **Une baguette**  **Une glace**  **Un café**  **Un thé**  **Un croque monsieur/madame**  **Une glace au chocolat**  **Une glace à la fraise**  **Une glace à la vanille** | **It’s**  **I like**  **What colour is it?**  **Green**  **Red**  **Brown**  **Yellow**  **Blue**  **Cream**  **Silver**  **Gold**  **Purple**  **Brown**  **Black**  **Grey**  **White**  **Pink**  **I would like … please**  **It’s delicious**  **It’s good**  **It’s awful**  **It’s not good**  **Apple**  **Pear**  **Peach**  **Banana**  **Orange**  **Lemon**  **Grapes**  **Melon**  **Kiwi**  **Strawberries**  **Pineapple**  **Pizza**  **Orange Juice**  **Sandwich**  **Cake**  **Baguette**  **Ice cream**  **Coffee**  **Tea**  **Toasted sandwich**  **Chocolate ice cream**  **Strawberry ice cream**  **Vanilla ice cream** | |