



St Mary's
Colchester

Year 3

Curriculum Booklet



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
<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none">• 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. <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Understands what they have read independently by:</p> <ul style="list-style-type: none">• 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.	<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>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.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Introduces inverted commas to punctuate direct speech.</p> <p>Uses headings and sub-headings to aid presentation.</p> <p>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'.</p>



Year 3 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

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



Topic / Area of study	Description	The skills the girls will develop through these topics
Forces & Magnets 	<p>In this unit of study, the girls will discover-</p> <ul style="list-style-type: none"> • The different types of forces • Complete experiments using forces • Find out about magnetism <p>This links in with forces, so the girls will find out the following-</p> <ul style="list-style-type: none"> • Why magnets attract and repel? • Making a simple compass 	<p>To notice that some forces need contact between two objects and some forces act from a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p>
Animals, including humans 	<p>In this area of study the girls will look at:-</p> <ul style="list-style-type: none"> • Nutrition, including different diets • The human skeleton • Muscles and how they work in pairs. 	<p>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.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Rocks 	<p>The girls will discover the following:-</p> <ul style="list-style-type: none"> • The different layers of rocks. • Rocks & stones around the school. • The Earth's structure. • Volcanic eruptions • Fossils 	<p>Compare and group together different kinds of rocks on the basis of their simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p>



Plants 	<p>For this unit of study, the girls will find out the following-</p> <ul style="list-style-type: none">• Parts of a flowering plant• Conditions for growing plants.• Life processes• Water transportation in plants• Seed dispersal	<p>Identify & describe the functions of different parts of flowering plants; roots etc.</p> <p>Explore the requirements of plants for life & growth and how they vary from plant to plant. (air, light, soil, water, nutrients & room to grow).</p> <p>Investigate the way in which water is transported within plants.</p>
Light 	<p>In this unit the girls will explore:</p> <ul style="list-style-type: none">• How darkness and light affect our senses?• Reflectors and sources of light.• Reflected light.• The Sun• Transparent, translucent & opaque	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>





Year 3 - History

Topic / Area of study	Description	The skills the girls will develop through this topic
Romans 	<p>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.</p>	<p>To suggest causes and consequences of some of the main events and changes in history.</p> <p>To give a broad overview of the life in Britain from ancient until medieval times.</p> <p>To place events, artefacts and historical figures on a timeline using dates.</p>
Shang Dynasty 	<p>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.</p>	<p>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To describe different accounts of an historical event, explaining some of the reasons accounts may differ.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>



Year 3 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
Biomes 	<p>This unit builds on children's knowledge of the world, including continents, from KS1. Children will locate, identify and describe different biomes around the world. They will also explore why different biomes are important and what they provide for the animals and plants that live there. Children will be using subject-specific vocabulary alongside their locational knowledge.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Name and locate different biomes around the world. Describe the climate across different biomes.</p> <p>Locate and describe the climate conditions unique to different biomes.</p>
Italy 	<p>In this unit, pupils will study Italy, and specifically Venice as a region in a European country. They will continue to build their knowledge of Europe as they move into KS2. They will explore Italy's landscapes, climate, food production and volcanoes and will analyse why tourists may choose to travel there. Understanding how geographers analyse a place's human and physical features forms good foundational knowledge for future learning.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>



Year 3 – Additional Subjects

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:

- Intro to Purple Mash
- Route Planners
- Email
- Spreadsheets
- Branching Databases
- Coding
- Presentations
- Microbit (taught as a computing themed day)
- Touch Typing (taught through English lessons)



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

French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Lundi	Monday	Où habites-tu?	Where do you live?	Le/la/les	The	Quel temps fait-il?	What's the weather like?
Mardi	Tuesday	J'habite à...	I live in (place).	La Tête	Head	Il fait -	It's -
Mercredi	Wednesday	J'habite dans..	I live in...	La bouche	Mouth	beau/mauvais	nice/horrible
Jeudi	Thursday	Une maison	A house	Les épaules	Shoulders	Chaud/froid	Hot/cold
Vendredi	Friday	Un appartement	A flat	Les genoux	Knees	Il y a du soleil	Sunny
Samedi	Saturday	En ville	In town	Les Pieds	Feet	Il y a du vent	Windy
Dimanche	Sunday	Au bord de la mer	By the sea	Les Yeux	Eyes	Il pleut	It's raining
Janvier	January	A la campagne	In the countryside	Les Oreilles	Ears	Il neige	It's snowing
Février	February	Dans un village	In a village	Le Nez	Nose	Il y a des orages	It's stormy
Mars	March	Chez moi	At my house	Les cheveux	Hair	Il y a des nuages	It's cloudy
Avril	April	Il y a ..	There is/are..	La bouche	Mouth		
Mai	May	Un salon	A living room	La jambe	Leg	Aujourd'hui il fait..	Today it is...
Juin	June	Un bureau	A study	Le bras	Arm		
Juillet	July	Un sous-sol	A basement	Touchez	Touch	Dans le nord de la France...	In the north of France...
Août	August	Une salle à manger	A dining room	Ecoutez	Listen		
Septembre	September	Une cuisine	A kitchen	Tournez	Turn	Dans l'est de la France....	In the east of France..
Octobre	October	Une chambre	A bedroom	Hochez	Nod		
Novembre	November	Une buanderie	A utility room	Levez	Lift	Dans le sud de la France...	In the south of France..
Décembre	December	Un Jardin	A garden	Comment ça va?	How are you?		
		Un garage	A garage	Ca ne va pas!	Not good!	Dans l'ouest de la France...	In the west of France..
Quelle est la date ton anniversaire?	When is your birthday?	Une salle de bains	A bathroom	J'ai mal au/à la/aux /à l'	Myhurts	En été	Summer



C'est le...	It is on... (date/month)	Au rez-de-chaussée	On the ground floor	Il faut aller à la pharmacie/ au medecin/ à l'hôpital	You need to go to the pharmacy/ doctors/ hospiral.	En Automne	Autumn
Quel âge as-tu?	How old are you?	Au premier étage	On the first floor.			En Hiver	Winter
J'ai ans	I am years old	Dans ma chambre	In my room there			Au printemps	Spring
		il y a ...	is/are				
Nombre:	Number:	Une table	A table	J'aime..	I like...		
Un	One	Un lit	A bed	Je n'aime pas...	I don't like...		
Deux	Two	Une moquette	A carpet	Parce que/car	Because		
Trois	Three	Une lampe	A lamp	C'est genial!	It's great!		
Quatre	Four	Une chaise	A chair	C'est amusant!	It's fun!		
Cinq	Five	Un tapis	A rug	C'est nul!	It's rubblsh!		
Six	Six	Des posters	Some posters	Le foot	Football		
Sept	Seven	Des jouets	Some toys	Le tennis	Tennis		
Huit	Eight	J'ai un/e/des	I have a ...	Le roller	Rollerblading		
Neuf	Nine	Un crayon	Pencil	Le vélo	Cycling		
Dix	Ten	Un sac	Bag	La gymnastique	Gymnastics		
Onze	Eleven	Un livre	Book	La danse	Dance		
Douze	Twelve	Un stylo	Pen	La natation	Swimming		
Treize	Thirteen	Un cahier	Exercise book	L'équitation	Horse riding		
Quatorze	Fourteen	Une gomme	Rubber	Le ski	Skiing		
Quinze	Fifteen	Une règle	Ruler	Le jogging	Jogging		
Seize	Sixteen	Une trousse	Pencil case	Le golf	Golf		
Dix-sept	Seventeen	Un compas	Compass	Lire	Reading		
Dix-huit	Eighteen	Des ciseaux	Scissors	Jouer aux cartes	Playing cards		
Dix-neuf	Nineteen	Des feutres	Felts	Jouer au rugby	Playing rugby		
Vingt	Twenty	Un bâton de colle	Glue-stick	Jouer au volley	Playing volleyball		
Vingt-et-un	Twenty-one	Sur/dans	on/in	Jouer aux échecs	Playing chess		
Vingt-deux	Twenty-two			Ecouter de la musique	Listening to music		
Vingt-trois	Twenty-three	C'est	It's	Regarder la télé	Watching TV		
Vingt-quatre	Twenty-four	J'aime les	I like				
Vingt-cinq	Twenty-five	C'est quelle	What colour is it?				
Vingt-six	Twenty-six	couleur?					
Vingt-sept	Twenty-seven	Vert	Green				



Vingt-huit	Twenty-eight	Rouge	Red				
Vingt-neuf	Twenty-nine	Marron	Brown				
Trente	Thirty	jaune	Yellow				
Trente-et-un	Thirty-one	bleu	Blue				
Trente-deux	Thirty-two	Crème	Cream				
Trente-trois	Thirty-three	Argent	Silver				
Trente-quatre	Thirty-four	Or	Gold				
Trente-cinq	Thirty-five	Violet	Purple				
Trente-six	Thirty-six	Brun	Brown				
Trente-sept	Thirty-seven	Noir	Black				
Trente-huit	Thirty-eight	Gris	Grey				
Trente-neuf	Thirty-nine	Blanc	White				
Quarante	Forty	rose	Pink				