



# Understanding the Year 3 Curriculum A Guide For Parents

# Contents

<b>Introduction</b> .....	2
<b>The school curriculum in England</b> .....	2
<b>The National Curriculum</b> .....	3
<b>How will we know how well your child is doing?</b> .....	3
<b>Outline of the core subjects</b> .....	4
<b>Mathematics in Year 3</b> .....	4
<b>Number and Place Value</b> .....	4
<b>Calculations</b> .....	4
<b>Fractions</b> .....	4
<b>Measurements</b> .....	4
<b>Shape and Position</b> .....	4
<b>Graphs and Data</b> .....	4
<b>English</b> .....	4
<b>Speaking and Listening</b> .....	5
<b>Reading skills</b> .....	5
<b>Writing skills</b> .....	5
<b>Grammar</b> .....	5
<b>Science in Year 3</b> .....	5
<b>Scientific Investigation</b> .....	6
<b>Plants</b> .....	6
<b>Animals including Humans</b> .....	6
<b>Light</b> .....	6
<b>Forces and Magnets</b> .....	6

## Introduction

This guide is intended to help parents understand what will be taught to their child during this school year. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

## The school curriculum in England

Schools must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils.

## The National Curriculum

The National Curriculum forms only one part of the school curriculum. The aim of the National Curriculum is to introduce pupils to the essential knowledge that they need to be educated citizens.

A new primary curriculum was introduced in September 2014 for Years 1/ 3/4/5 and 2015 for Years 2/6. Much of the curriculum remains the same, with similar content, but there are some changes.

English, Maths and Science remain very important and are considered **core subjects**. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's weekly learning time. Alongside these are the **foundation subjects**: Art, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education, which are taught through our Creative Curriculum. As an Academy we are not required to follow the National Curriculum but must ensure our curriculum includes English, maths and science.

The content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling and less emphasis on the creative aspects.

## How will we know how well your child is doing?

The DfE announced that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils. At New Chapter we have a half termly formal assessment cycle, whereby children are tested on the work they have been taught over that 6 – 8 week period of time. Teacher assessment is also used and this is based on independent work produced throughout the half term, these are part of our normal classroom routine. The aim is for all children to be secure in that year's National Curriculum by the end of the year.

At New Chapter we will be using the following key on our reports to show children's current attainment.

M = Mastery	Working at a greater depth of understanding
S = Secure	Working at the end of year expectations for this year group
D = Developing	Yet to be working at the end of year expectations for this year group
E = Emerging	Currently unable to access the end of year expectations

Under the old levels system children who were exceeding might have moved into the next level. The DfE now want children who are in the exceeding bracket to add more depth and breadth to their knowledge, and to have more opportunities to develop their using and applying skills. They are calling this phase of learning Mastery.

Only exceptional children will move into working towards the end of year expectations from the year above. Similarly, children who are likely to be emerging at the end of the year may work towards the expectations from the year below.

The 'SATs', the externally set and marked National Curriculum Tests, are still compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

## Outline of the core subjects

### Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 3 your child is likely to be introduced to the standard written column methods of addition and subtraction.

**Number and Place Value** - Count in multiples of 4, 8, 50 and 100 - Recognise the place value of digits in three-digit numbers (using 100s, 10s and 1s) - Read and write numbers up to 1,000 using digits and words - Compare and order numbers up to 1,000

**Calculations** - Add and subtract numbers mentally, including adding either 1s, 10s or units to a 3-digit number - Use the standard column method for addition and subtraction for up to three digits - Estimate the answers to calculations, and use inverse calculations to check the answers - Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that  $56 \div 8 = 7$  - Begin to solve multiplication and division problems with two-digit numbers

**Fractions** - Understand and use tenths, including counting in tenths - Recognise and show equivalent fractions with small denominators - Put a sequence of simple fractions into size order - Add and subtract simple fractions worth less than one, for example  $\frac{1}{7} + \frac{4}{7} = \frac{5}{7}$

**Measurements** - Solve simple problems involving adding and subtracting measurements such as length and weight - Measure the perimeter of simple shapes - Add and subtract amounts of money, including giving change - Tell the time to the nearest minute using an analogue clock - Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds - Know the number of seconds in a minute and the number of days in a year or leap year

**Shape and Position** - Draw familiar 2-d shapes and make familiar 3-d shape models - Recognise right angles, and know that these are a quarter turn, with four making a whole turn - Identify whether an angle is greater than, less than or equal to a right angle - Identify horizontal, vertical, perpendicular and parallel lines

**Graphs and Data** - Present and understand data in bar charts, tables and pictograms - Answer questions about bar charts that compare two pieces of information

### English in Year 3

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

**Speaking and Listening** - The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 and 4, some focuses may include: - Use discussion and conversation to explore and speculate about new ideas - Participation in plays, performances and debates - Explain thinking and feeling in well-structured statements and responses

**Reading skills** - Extend skills of decoding to tackle more complex words including those with unusual spelling patterns - Read a wide range of fiction, non-fiction and literary books - Recognise some different forms of poetry - Use dictionaries to find the meanings of words - Become familiar with a range of traditional and fairy stories and be able to retell some orally - Identify words which have been chosen to interest the reader - Ask questions about what they have read - Draw simple inferences about events in a story, such as how a character might be feeling - Make predictions about what might happen next in a story - Summarise ideas from a section of writing - Find and record information from non-fiction texts - Take part in discussions about reading and books

**Writing skills** - Write with joined handwriting, making appropriate join choices - Spell words that include prefixes or suffixes, such as anticlockwise - Spell some commonly misspelt words from the list for Years 3 the words can be found on your child's eschool page. - Use a dictionary to check spellings - Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys' - Use examples of writing to structure their own similar texts - Plan out sentences orally to select adventurous vocabulary - Begin to use paragraphs to organise ideas - Use description and detail to develop characters and settings in stories - being able to identify the plot in a story - In non-fiction writing, use features such as headings and sub-headings - Review their own work to make improvements, including editing for spelling errors - Read others' writing and suggest improvements - Read aloud their writing to be clearly understood - Extend sentences using a wider range of conjunctions, including subordinating - Use the present perfect verb tense - Use nouns and pronouns with care to avoid repetition - Use conjunctions, adverbs and prepositions to add detail about time or cause - Use direct speech, with speech marks put incorrectly

**Grammar** - Help For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

Present perfect verb tense: A tense formed using 'have' or 'has' followed by a verb, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream

Direct speech: Words quoted directly using inverted commas, as opposed to being reported in a sentence.

### **Science in Year 3**

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics, although they will usually be grouped together in primary school. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

**Scientific Investigation** - Investigation work should form part of the broader science curriculum. During Year 3, some of the skills your child might focus on include: - Set up simple comparative tests, ensuring that they are carried out fairly - Make systematic observations, using appropriate equipment and standard units - Gather and record information to help to answer scientific questions - Use results to draw simple conclusions or to raise further questions - Use straightforward scientific evidence to answer questions

**Plants** - Identify the basic functions of a plant's roots, stem/trunk, leaves and flowers - Understand that plants need air, light, water, nutrients and room to grow - Understand the role of flowers in the life cycle, including pollination and seed dispersal

**Animals including Humans** - Know that animals get their nutrition from food, and need the right types and amounts of nutrition - Identify that humans and some other animals have skeletons and muscles, and know their basic functions. Children will learn that there are different types of teeth and that these have different functions.

**Light** - Recognise that we need light to see things - Notice that light is reflected from surfaces - Know how shadows are formed, and identify how the size of a shadow changes

**Forces and Magnets** - Notice that some forces need contact to act, but that magnetic forces can act at a distance - Observe how magnets attract or repel each other, describing magnets as having two poles - Compare and group objects according to whether or not they are magnetic