



The Robert Drake Primary School

Curriculum—Year 3



English

Reading

- Apply knowledge to read and understand new words
- Read further 'exception' words
- Listen to and discuss a range of fiction, poetry, plays and non-fiction
- Read books structured in different ways and read for a range of purposes
- Use dictionaries to check meaning
- Read a wide range of texts, identifying themes and conversations, and retelling some orally
- Prepare simple poems and plays to perform
- Discuss interesting words/phrases
- Recognise some forms of poetry
- Check own understanding of reading; ask questions to improve understanding
- Draw inferences and make predictions about a simple text
- Identify main ideas
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non – fiction
- Discuss reading with others

Spoken Language

- Listen and respond appropriately
- Ask relevant questions
- Build vocabulary
- Articulate and justify own ideas
- Describe, explain and narrate for different purposes; express feelings
- Participate actively in conversations
- Speculate and explore ideas

- Speak clearly and fluently in Standard English
- Take part in discussions, presentations, performances, role – play
- Keep listeners interested
- Explore different viewpoints
- Communicate effectively using appropriate register

Writing

- Spell; words with prefixes and suffixes; homophones; commonly misspelt words appropriate to year group
- Use possessive apostrophes
- Use dictionary to check spellings
- Write simple dictated sentences
- Increase legibility, consistency and quality of handwriting; use joins appropriately following the handwriting scheme for Year 3
- Prepare to write by: studying existing texts; discussing and recording ideas; rehearsing sentences orally; building up vocabulary and a range of sentence structures with support
- When writing: use paragraphs; create settings, characters and plot; use simple organisational devices
- Assess effectiveness of own and others' writing and propose changes to improve consistency
- Proofread spelling and punctuation
- Read own writing aloud
- Use: range of connectives; present perfect tense; nouns/pronouns appropriately
- Use and punctuate: fronted adverbials; direct speech
- Learn and use grammar and terminology appropriate to Year 3

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Mathematics

Number – Number and Place Value

- 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 3-digit number (100s, 10s, 1s)
- Compare and order numbers up to 1,000
- Identify, represent and estimate numbers using different representations
- Read and write numbers up to 1,000 in numerals and in words
- Solve number problems and practical problems involving these ideas

Number – Addition and Subtraction

- Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s
- Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- 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

Number – Multiplication and Division

- 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

Number – Fractions

- 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 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 denominators
- Solve problems that involve all of the above



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Measurement

- 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 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, am/pm, 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]

Statistics

- 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

Geometry – Properties of Shape

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- Recognise angles as a property of shape or a description of a turn
- Identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 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

Design and Technology

- Develop products fit for purpose
- Communicate design ideas in various ways
- Use a wider range of tools and materials
- Evaluate existing products and improve own products
- Build and strengthen more complex structures
- Use mechanical and electrical systems in own products
- Understand and apply principles of a healthy diet
- Prepare and cook mainly savoury dishes
- Understand seasonality



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Science

- Study flowering plants: plant parts, requirements for life/growth, how water is transported, and role of flowers in life cycle
- Identify that animals, including humans, need the right balance of nutrition
- Identify why humans and some other animals have skeletons and muscles
- Classify rock types
- Describe fossilisation in simple terms
- Recognise that soils are made from rocks and organic matter
- Know that you need light to see and that darkness is the absence of light
- Notice that light is reflected from surfaces
- Know that it is dangerous to look at the sun
- Know shadows are formed when light is blocked
- Find patterns in changes of shadow size
- Compare how things move on different surfaces
- Know some forces act only on contact, but magnetism acts at a distance
- Observe magnetic attraction and repulsion
- Sort materials into magnetic and non – magnetic
- Describe magnets as having two poles and predict whether two magnets will attract or repel each other

Working scientifically

- Ask questions and use enquiries to answer them
- Set up simple practical enquiries and fair tests
- Observe carefully and systematically, taking accurate measurements
- Collect, record, sort and present data
- Record and report on findings in various ways
- Use results to draw conclusions, make predictions, suggest improvements and ask further questions
- Identify differences, similarities and changes
- Use scientific evidence

Geography

- Locate the world's countries, focusing on Europe
- Study UK counties, cities, regions, physical features and land use
- Identify the lines and zones on a globe
- Compare a UK region with one in Europe
- Understand key aspects of physical geography
- Use maps, atlases and globes
- Use eight points of the compass, four grid references, with simple symbols and keys
- Use a range of methods to study the local area

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History

- Roman Empire and its impact on Britain
- Settlement of Britain by Anglo-Saxons and Scots
- Vikings and Anglo-Saxons in Britain (to 1066)
- An aspect of British history extending past 1066; Victorian Inventions, Victorian Railway, Battle of Britain, Britain Since 1930 – using different sources of information
- Local history study- link to other units
- Ancient Greece (daily life and architecture)

Computing

- Design and write programs
- Use sequence, selection and repetition in programs
- Use logical reasoning
- Understand computer networks
- Use search technologies effectively
- Create a range of digital products (including those for handling data)
- Use technology safely, respectfully and responsibly

Art and Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve skills in drawing, painting and sculpture, using various materials
- Learn about great artists, architects and designers



Languages

- Listen and respond
- Explore language through familiar stories, songs, poems and rhymes
- Converse; ask and answer; express opinions; seek help with simple phrases
- Speak in simple sentences
- Develop accurate pronunciation with support
- Express ideas and describe things orally
- Understand written words and phrases relevant to units covered
- Broaden vocabulary
- Understand basic grammar

Music

- Use voice and instruments with increasing accuracy, control and expression
- Improvise and compose music
- Listen with attention to detail
- Use and understand musical notation
- Appreciate a wide range of live and recorded music
- Develop understanding of musical history



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Physical Education

- Use running, jumping, catching and throwing in isolation and in combination to improve competence
- Play competitive games, modified as appropriate
- Develop flexibility and control in gym, dance and athletics
- Begin to take part in outdoor adventurous activities to improve confidence
- Compare performances to achieve personal bests
- To begin to show that they are able to swim at least 25 metres, and start to develop a range of strokes