

Curriculum Statement for the Academic Year 2008/2009

Year 3

The Year 3 curriculum is planned using the National Curriculum documents for England. English and Mathematics are taught using the Primary framework for Literacy and Mathematics.

English (Literacy)

Speaking and Listening

Children will be encouraged to develop their skills and confidence by participating as speakers and listeners in a variety of situations including class work relating to other curriculum areas, assemblies, poetry and drama.

Reading

Oxford Reading Tree and Ginn 360 will be used as the core resource for reading, supplemented by texts from other sources. Books will be taken home to read independently and with an adult. The children will participate in group and class reading sessions and will be encouraged to read simple and gradually more demanding 'chapter books'. They will be encouraged to respond verbally and in writing to a range of texts, showing understanding of the main points. Discussion and Key Comprehension will be used to develop comprehension skills.

Regular library times will be organised. The children will use their knowledge of the alphabet to locate books and find information.

Writing

- *Composition*

Throughout the year the children will write for a variety of purposes and for different audiences. These will include writing notes, reports, lists, instructions, plays, explanations, stories and letters. They will be taught to plan and draft their work and to use basic punctuation (capital letters, full stops, questions marks and speech marks). Emphasis will be placed on the basic grammatical structure of sentences and the development of logical sequences in pieces of writing.

- *Spelling*

Children will be expected to learn, know and use common words, basic spelling patterns and topic words. They will be encouraged to identify spelling errors in their own writing and to keep individual lists of these to learn. Regular written spelling homework will be given.

- *Handwriting*

Joined and legible handwriting will be developed. Children will be expected to use upper and lower case letters accurately and to develop a neat writing style. They will be encouraged to consider the presentation of their work at all times.

"English as an Additional Language" Provision

We welcome children of all nationalities and as a consequence, a significant proportion of pupils have English as a second language. There is a wide range of English learning needs in each class, therefore EAL teachers work in partnership with class teachers to assess needs, set targets and work with the children. Support is flexible and can be organised in many different ways, e.g. individual support, small group support or team teaching.



Mathematics (Numeracy)

Number

Pupils will develop their knowledge of number using addition and subtraction of hundreds, tens and units; multiplication and division; fractions and problem solving. The children will be expected to learn the 2, 3, 4, 5 and 10 multiplication tables. They will extend their knowledge of money to include addition and subtraction of familiar forms of currency.

Shape, Space and Measures

The children will learn about length (metres and centimetres); area (centimetres squared); weight (kilograms and grams); time (analogue and digital); volume (litre and millilitre). They will continue to develop their understanding of symmetry, pattern, tessellation, shape (2 dimensional and 3 dimensional).

Handling Data

The children will be encouraged to develop further their ability to collect and analyse data. The children will continue to extend their knowledge and understanding of this mathematical area using tables, bar graphs, charts and diagrams.

Science

Pupils learn about a wide range of living things, materials and phenomena. They learn to make links between ideas and to explain things using simple models and theories and to apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They learn to carry out systematic investigations, working on their own and with others and to use a wide range of scientific language, conventional diagrams, charts and graphs. In Year 3 these objectives are achieved through the following topics:

- ***Teeth and Eating***

This work will reinforce and develop children's knowledge of their personal health and how this relates to diet.

- ***Helping plants grow well***

Children learn about what plants need to grow well and why it is important they do. Experimental and investigative work focuses on considering what evidence should be collected, making careful measurements, considering how good the evidence is and using results to draw conclusions.

- ***Materials***

This topic encourages children to extend their knowledge of the range of materials we use and of the properties that characterise them. This knowledge helps them recognise what needs to be considered when a material is chosen for a particular use.

- ***Rocks and Soils***

Children will learn that underneath all surfaces is rock which they may or may not be able to see. They will learn the characteristics of rocks and carry out experimental and investigative work to make comparisons and draw conclusions.

- ***Magnets and Springs***

Children will gain further experience of forces, including attraction and repulsion between magnets and compression and stretching of springs.

- ***Light and Shadows***

Pupils will learn how shadows are formed and make predictions about shadows formed by different objects over the course of a day.



Design and Technology

Throughout Years 3-6 pupils work on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum, such as Science, and use computers in a range of ways. This will be achieved through the following topics:

- ***Food***

Children learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose. They will develop their making skills by learning to combine components according to taste, appearance or texture to create a sandwich that contributes to a healthy diet.

- ***Structures / Sheet Materials***

Children will learn about strengthening sheet material to make strong shell structures which can be used for a variety of packaging. They will develop knowledge about how complex 3D shapes can be made.

- ***Mechanisms***

This topic helps children to develop understand of control through investigating simple pneumatic systems and by designing and making a model of a figure that has moving parts controlled by pneumatics.

Information and Communication Technology (ICT)

Throughout Years 3-6, pupils will use a wide range of ICT tools and information sources to support their work in other subjects. They will develop their research skills and will be encouraged to question the plausibility and quality of information. Year 3 programmes of study will be:

- ***Combining text and graphics***

Children will learn how to communicate messages by using a combination of graphics and text.

- ***Exploring simulations***

Children will be encouraged to understand that computer simulations can represent real and imaginary situations.

- ***Manipulating sound***

Children will explore and develop musical ideas using ICT and other methods.

- ***Introduction to databases***

Children learn to collect and store information using databases.

- ***E-mail***

Children will learn to use e-mail to send and receive messages.

History

Throughout Years 3-6, pupils learn about significant people, events and places from both the recent and more distant past. They look at history in a variety of ways, including from political, economic, technological, scientific and social perspectives. In Year 3 the topics will be:

- ***Ancient Egypt***

In this unit children find out about the way of life of people living in ancient Egypt from archaeological discoveries.



(History continued)

- ***What was it like for children during the Second World War?***

In this unit children find out about the effects of the Second World War on children, both nationally and internationally. There are also opportunities to consider the effects of war on children today.

- ***A famous person***

In this unit, children learn about aspects of recent history through the study of the life of someone who made a significant impact and whose life portrays some of the key social and cultural changes of the period.

Geography

Throughout Years 3-6 pupils investigate a variety of people, places and environments throughout the world and start to make links between different places in the world. They carry out geographical enquiry and in so doing they develop geographical skills using resources such as maps, atlases, photographs and ICT. In Year 3 pupils these skills will be developed through the following topics:

- ***Village Settlers***

This topic introduces children to how settlements develop over time.

- ***A village in India***

In this unit of work, children develop ideas about a less economically developed country

- ***Improving the local environment***

Children use school buildings, grounds and the immediate locality to investigate environmental issues and improvements. Children are encouraged to learn how they can become actively involved in improving their local environment.

- ***What's in the news?***

Using news items children learn about the issues that affect the wider world.

Art and Design

Pupils will be taught a variety of advanced techniques and will be encouraged to express themselves creatively. Year 3 topics will be:

- ***Portraying relationships***

Children investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships. They use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives.

- ***Investigating patterns***

Children investigate patterns in textiles from different times and cultures. They use ideas from these as a starting point for developing their own designs. They investigate stencilling and print-making techniques and explore ways of combining and organising shapes, colours and patterns to make a decorative textile piece.

- ***Can we change places?***

Children explore sculpture in public buildings and spaces. They explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area. They compare the ideas, methods and approaches used in the work of different sculptors.

Music

Pupils will be encouraged to sing songs with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They will extend their musical vocabulary and will be encouraged to explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. During the summer term, children will be given the opportunity to perform in a musical production.

Physical Education

The children will participate in weekly physical education lessons, learning skills from a variety of games and physical activities. The children will take part in activities relating to:

- Games (both net/wall and invasion games.)
- Athletics (running, jumping and throwing.)
- Swimming
- Dance
- Gymnastics

At all times children will be encouraged to enjoy working with their peers and to be active team members. They will be taught the benefits of a healthy lifestyle and basic health and hygiene.

French

The main emphasis in Year 3 will be on familiarising children with the sounds and speech patterns of the language. The children learn the alphabet, colours, and about objects around them. They will be taught to introduce themselves and understand some commands in French.

Religious Education

Children will be encouraged to develop their knowledge and understanding of faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.

Citizenship and Personal, Social and Health Education

Citizenship and PSHE aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens. The programme of study comprises of four interrelated aspects:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing to play an active role as citizens;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.



Homework

Homework will be set on a regular basis, focussing on mathematics and language activities, including spelling. Children are expected to read to an adult each day and this should be recorded in their reading diary.

Social Expectations.

Pupils will be expected to:

- Wash their hands before snack and demonstrate good table manners.
- Pack their own school bag and generally take responsibility for their own belongings.
- Remember their pencil case each day. (It should contain writing pencils, a sharpener, eraser and colouring pencils.)
- Complete their homework to a high standard each evening and hand it in on time.
- Demonstrate good manners and courtesy at all times.
- Conduct themselves sensibly and safely around the school.
- Work as part of a small team effectively, sharing and co-operating with their peers.
- Work neatly, giving careful thought to their work.
- Participate fully in all our activities and give of their best despite difficulties.

