

# Langford Primary School

## CURRICULUM PLANNING – YEAR 3

### En3/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

En3/1a listen and respond appropriately to adults and their peers

En3/1b ask relevant questions to extend their understanding and knowledge

En3/1c use relevant strategies to build their vocabulary

En3/1d articulate and justify answers, arguments and opinions

En3/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

En3/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

En3/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

En3/1h speak audibly and fluently with an increasing command of Standard English

En3/1i participate in discussions, presentations, performances, roleplay/improvisations and debates

En3/1j gain, maintain and monitor the interest of the listener(s)

En3/1k consider and evaluate different viewpoints, attending to and building on the contributions of others

En3/1l select and use appropriate registers for effective communication

### Reading

(The objectives for Reading are common across Years 3 and 4)

#### En3/2.1 Word Reading

En3/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

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En3/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En3/2.2 Comprehension

En3/2.2a develop positive attitudes to reading, and an understanding of what they read, by:

- i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. using dictionaries to check the meaning of words that they have read
- iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- v. identifying themes and conventions in a wide range of books
- vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- vii. discussing words and phrases that capture the reader's interest and imagination
- viii. recognising some different forms of poetry

En3/2.2b understand what they read, in books they can read independently, by

- i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ii. asking questions to improve their understanding of a text
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. identifying main ideas drawn from more than 1 paragraph and summarising these
- vi. identifying how language, structure, and presentation contribute to meaning

En3/2.2c retrieve and record information from non-fiction

En3/2.2d participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

(The objectives for Reading are common across Years 3 and 4)

En3/3.1 Spelling

En3/3.1a use further prefixes and suffixes and understand how to add them

(English Appendix 1)

En3/3.1b spell further homophones

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En3/3.1c spell words that are often misspelt (English [Appendix 1](#))

En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary

En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## En3/3.2 Handwriting and Presentation

En3/3.2a use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

En3/3.2b increase the legibility, consistency and quality of their handwriting

## En3/3.3 Composition

En3/3.3a Plan their writing by:

- i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ii. discussing and recording ideas

En3/3.3b Draft and write by:

- i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English [Appendix 2](#))
- ii. organising paragraphs around a theme
- iii. in narratives, creating settings, characters and plot
- iv. in non-narrative material, using simple organisational devices

En3/3.3c Evaluate and edit by:

- i. assessing the effectiveness of their own and others' writing and suggesting improvements
- ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

En3/3.3d proofread for spelling and punctuation errors

En3/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## En3/3.4 Vocabulary, grammar & punctuation

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- En3/3.4a develop their understanding of the concepts set out in Appendix 2 by:
- i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - ii. using the present perfect form of verbs in contrast to the past tense
  - iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - iv. using conjunctions, adverbs and prepositions to express time and cause
  - v. using fronted adverbials
  - vi. learning the grammar for years 3 and 4 in Appendix 2
- En3/3.4b indicate grammatical and other features by:
- i. using commas after fronted adverbials
  - ii. indicating possession by using the possessive apostrophe with singular and plural nouns
  - iii. using and punctuating direct speech
- En3/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.

## Ma3/2.1 Number & Place Value

- Ma3/2.1a count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Ma3/2.1b recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- Ma3/2.1c compare and order numbers up to 1,000
- Ma3/2.1d identify, represent and estimate numbers using different representations
- Ma3/2.1e read and write numbers up to 1,000 in numerals and in words
- Ma3/2.1f solve number problems and practical problems involving these ideas.

## Ma3/2.2 Addition & Subtraction

- Ma3/2.2a add and subtract numbers mentally, including:
- i. a three-digit number and 1s
  - ii. a three-digit number and 10s
  - iii. a three-digit number and 100s
- Ma3/2.2b add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- Ma3/2.2c estimate the answer to a calculation and use inverse operations to check answers
- Ma3/2.2e solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

## Ma3/2.3 Multiplication & Division

- Ma3/2.3a recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

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Ma3/2.3b 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

Ma3/2.3c 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.

Ma3/2.4 Fractions

Ma3/2.4a 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

Ma3/2.4b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Ma3/2.4c recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Ma3/2.4d recognise and show, using diagrams, equivalent fractions with small denominators

Ma3/2.4e add and subtract fractions with the same denominator within one whole

Ma3/2.4f compare and order unit fractions, and fractions with the same denominators

Ma3/2.4g solve problems that involve all of the above.

Ma3/3.1 Measurement

Ma3/3.1a measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Ma3/3.1b measure the perimeter of simple 2-D shapes

Ma3/3.1c add and subtract amounts of money to give change, using both £ and p in practical contexts

Ma3/3.1d tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

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Ma3/3.1e 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

Ma3/3.1f know the number of seconds in a minute and the number of days in each month, year and leap year

Ma3/3.1g compare durations of events

Ma3/3.2 Properties of Shapes

Ma3/3.2a draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Ma3/3.2b recognise angles as a property of shape or a description of a turn

Ma3/3.2c 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

Ma3/3.2d identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Ma3/4.1 Statistics

Ma3/4.1a interpret and present data using bar charts, pictograms and tables

Ma3/4.1b solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

Sc3/1 Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2 setting up simple practical enquiries, comparative and fair tests

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Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes

Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.

Sc3/2.1 Plants

Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Sc3/2.1b explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Sc3/2.1c investigate the way in which water is transported within plants

Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Sc3/2.2 Animals including humans

Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.

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## Sc3/3.1 Rocks

Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock

Sc3/3.1c recognise that soils are made from rocks and organic matter.

## Sc3/4.1 Light

Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light

Sc3/4.1b notice that light is reflected from surfaces

Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object

Sc3/4.1e find patterns in the way that the size of shadows change.

## Sc3/4.2 Forces and Magnets

Sc3/4.2a compare how things move on different surfaces

Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others

Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Sc3/4.2e describe magnets as having 2 poles

Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

## Art and Design

Pupils should be taught:

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Ar2/1.3 about great artists, architects and designers in history.

## Computing

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Pupils should be taught to:

Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

D&T

DT2/1.1 Design

DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT2/1.2 Make

DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately

DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

DT2/1.3 Evaluate

DT2/1.3a investigate and analyse a range of existing products

DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

DT2/1.3c understand how key events and individuals in design and technology have helped shape the world

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## DT2/1.4 Technological Knowledge

DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures

DT2/1.4b understand and use mechanical systems in their products

DT2/1.4c understand and use electrical systems in their products

DT2/1.4d apply their understanding of computing to programme, monitor and control their products.

## DT2/2.1 Cooking & Nutrition

DT2/2.1a understand and apply the principles of a healthy and varied diet

DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet

DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]

DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients

## Geography

### Ge2/1.1 Locational Knowledge

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Ge2/1.2 Place Knowledge

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

### Ge2/1.3 Human and Physical Geography

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Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Ge2/1.4 Geographical Skills and Fieldwork

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

Hi2/1.1 Pre-Roman Britain

Pupil should be taught about changes in Britain from the Stone Age to the Iron Age

*This could include:*

- a. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- b. *Bronze Age religion, technology and travel, for example, Stonehenge*
- c. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

Hi2/1.2 Roman Britain

Pupil should be taught about the Roman empire and its impact on Britain

*This could include:*

- a. *Julius Caesar's attempted invasion in 55-54 BC*
- b. *the Roman Empire by AD 42 and the power of its army*
- c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
- d. *British resistance, for example, Boudica*
- e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

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## Hi2/1.3 Anglo-Saxons & Scots

Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots

*This could include:*

- a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- b. *Scots invasions from Ireland to north Britain (now Scotland)*
- c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- d. *Anglo-Saxon art and culture*
- e. *Christian conversion – Canterbury, Iona and Lindisfarne*

## Hi2/1.4 Anglo-Saxons & Vikings

Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*This could include:*

- a. *Viking raids and invasion*
- b. *resistance by Alfred the Great and Athelstan, first king of England*
- c. *further Viking invasions and Danegeld*
- d. *Anglo-Saxon laws and justice*
- e. *Edward the Confessor and his death in 1066*

## Hi2/2.1 Local History

Pupils should be taught about an aspect of local history

*For example:*

- a. *a depth study linked to one of the British areas of study listed above*
- b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

## Hi2/2.2 Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

*For example:*

- a. *the changing power of monarchs using case studies such as John, Anne and Victoria*
- b. *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*

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- c. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- d. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

## Hi2/2.3 Ancient Civilizations

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

## Hi2/2.4 Ancient Greece

Pupils should be taught a study of Greek life and achievements and their influence on the western world

## Hi2/2.5 Non-European Study

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300

## Languages

Note that the curriculum aims state that: Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language.

### FL2/1.1 Listening & Comprehension

FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding

FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

### FL2/1.2 Speaking

FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*

FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures

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FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

FL2/1.2d present ideas and information orally to a range of audiences\*

FL2/1.3 Reading & Comprehension

FL2/1.3a read carefully and show understanding of words, phrases and simple writing

FL2/1.3b appreciate stories, songs, poems and rhymes in the language

FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

FL2/1.4 Writing

FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly

FL2/1.4b describe people, places, things and actions orally\* and in writing

FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Music

Pupils should be taught to:

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music

Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory

Mu2/1.4 use and understand staff and other musical notations

Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

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Mu2/1.6 develop an understanding of the history of music.

PE

PE2/1.1 Sport & Games

PE2/1.1a use running, jumping, throwing and catching in isolation and in combination

PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

PE2/1.1c develop flexibility, strength, technique, control and balance

PE2/1.1d perform dances using a range of movement patterns

PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team

PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2 Swimming and water safety

*All schools must provide swimming instruction either in key stage 1 or key stage 2.*

In particular, pupils should be taught to:

PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE2/1.2b use a range of strokes effectively

PE2/1.2c perform safe self-rescue in different water-based situations.