

Year 3

Oakleigh House School



Contents of our Year 3 curriculum

Welcome to Year 3. This year your child will be in the Key Stage Two department for the first time so there will be lots of new experiences and challenges awaiting them.

We aim to encourage greater organisation and independence in Year 3 so, with that in mind, please allow your children to enter the classroom on their own with all the equipment they need for the day. However, if you need to speak with us regarding your child please feel free to come in to class and see us.

We would appreciate it if you could read your child's homework diary on a daily basis to check what homework needs to be completed and record any reading done at home. Please could you sign it weekly and we will do the same. In Year 3, homework duration should be about 20 minutes. Reading should be done every night.

Please use the diary as a means of home/school communication as well as email. We email parents frequently so please ensure we have the most current email address for you. We are always available to see parents at a mutually convenient time if you need to talk face to face.

For you, as a parent, it is quite useful to know which steps your child will take during his / her time in **Year 3**.

Therefore, we have provided you with a detailed description of the contents of our curriculum.

1 Communication, Language and Literacy

The English Curriculum in Year 3 is based on the New National Curriculum.

2 Through the use of a wide range of media and stimuli, our aim is:

- to further develop independent reading skills and begin to understand inference in text
- to introduce compositional writing skills
- to promote grammatical awareness
- to develop spelling skills
- to extend both written and spoken vocabulary

Speaking and Listening

Opportunities will be made across the curriculum for pupils to **speak aloud**, in groups or individually, to the whole class for a variety of purposes;

- to express views and opinions
- to develop powers of reasoning
- to listen carefully and to make appropriate responses

Reading

Reading should be an **enjoyable experience** and through regular, carefully structured practice, developing fluency and expression, we hope to achieve that. Each child will read aloud to an adult and to other pupils several times a week.

They should read aloud to you regularly.



Reading books will be sent home each evening. If pupils are still on the reading scheme they will be given marked pages to read. Fluent readers will be able to choose a book from school or home to read. They are expected to read every evening.

Pupils will be given the opportunity to **read as widely as possible**, selecting books from our broad scheme, as well as being encouraged to read information books and classroom library books. In Year 3, the pupils will be given a recommended reading list from which they must read two books per half term. As part of half term homework the pupils must write up a book review about their chosen book. The reading list is there as a guide and if the pupils want to read a story not on the list, they may bring the book in for the teacher to check and approve its suitability.

During the week the pupils will be given many opportunities to read aloud during shared reading sessions.

The pupils will be given the opportunity to borrow up to 3 books from the library using the Junior Librarian system. These books are the pupils' responsibility and must be returned within the agreed time limit. The pupils can use the library system to reserve, borrow and return their books, just like a real library. If books are overdue, unfortunately they will not be able to borrow any further library books until the book is returned. The library gives the pupils the opportunity to borrow all types of books; some pupils have borrowed books to read to their siblings which is an excellent way of developing fluency and expression.

Year 3 Recommended Reading List

“If children are to become readers for life, they must first love stories”

Allan Ahlberg	<i>The Giant Baby</i>
Joan Aiken	<i>A Necklace of Raindrops</i>
Laurence Anholt	<i>Daft Jack and the Beanstalk</i>
	<i>Shampoozel</i>
	<i>The Emperor’s Underwear</i>
Terence Blacker	<i>Ms Wiz series</i>
Enid Blyton	<i>The Magic Faraway Tree</i>
	<i>Island of Adventure</i>
Humphrey Carpenter	<i>Mr Majeika</i>
Lauren Child	<i>Clarice Bean Series</i>
Roald Dahl	<i>Fantastic Mr Fox</i>
	<i>The Magic Finger</i>
Dorothy Edwards	<i>My Naughty Little Sisters Stories</i>
Vivian French	<i>Aesop’s Funky Fables</i>
Ted Hughes	<i>The Iron Man</i>
Dick King-Smith	<i>The Sheep Pig</i>
	<i>The Hodgeheg</i>
Michael Lawrence	<i>Jiggy McCue Series</i>
Michael Morpurgo	<i>Farm Boy</i>
	<i>The Dancing Bear</i>
Jill Murphy	<i>The Worst Witch Series</i>
Philippa Pearce	<i>A Dog So Small</i>
Chris Riddell	<i>Ottoline Series</i>
	<i>The Emperor of Absurdia</i>
	<i>Alieonography</i>
Jeremy Strong	<i>The Hundred-Mile-An-Hour Dog</i>
	<i>My Mum’s Going to Explode!</i>
	<i>Krazy Kow Saves the World – Well Almost</i>
Colin Thompson	<i>Attila the Bluebottle</i>
Ian Whybrow	<i>Little Wolf Series</i>

Writing

Pupils are encouraged to **develop a neat and well-formed style of joined writing** and to form their letters correctly, paying attention to letter size and the spacing of words.

Attractive presentation of written work is important.

Pupils will start Year 3 in pencil and will try and earn their 'Pen Licence'. Once the 'Pen Licence' has been achieved, pupils are encouraged to start using a Berol handwriting pen moving on to a fountain pen when they feel comfortable.

We intend to give pupils the opportunity to **express themselves clearly**, to **expand their written vocabulary** and to **develop imaginative ideas** – so our aims are:



- story planning - to identify each stage
- writing from imagination
- character profiles
- story starters and story endings
- poetry
- re-telling known stories
- writing simple plays
- letter writing
- diary entries
- book reviews

We aim to give pupils the opportunity to **develop spelling strategies** using phonics, word families, word patterns and key words. The **understanding of vocabulary** in context is an important part of this area of learning and pupils are encouraged to use a dictionary and thesaurus.

They will also be encouraged to keep a **personal word bank**.

Pupils are encouraged to **make sense of what they are writing** and to check their punctuation.

The work covered will include:

- full stops, capital letters, commas, question marks, exclamation marks and speech marks
- nouns, verbs, adjectives and adverbs
- the understanding of opposites
- synonyms and homonyms
- rhyming words
- plurals
- past tense
- conjunctions
- prefixes and suffixes

2 Mathematics

Mathematics is based on the New National Curriculum. Our aim is to **give confidence and competence with numbers and measures**, using a wide range of resources and approaches, so we hope to achieve:

- a good understanding of the number system,
- accurate computational skills,
- the ability to use mental arithmetic strategies
- to give a practical understanding of the ways in which information is gathered and presented in charts such as graphs and tables

There is a dedicated Mathematics lesson each day which will include **daily oral and mental work** to secure strategies learnt and to promote rapid recall.

All lessons include differentiation to stretch the gifted pupils and help the less able pupils reach their full potential.

Number

- Understanding of number to 1000 and beyond
- Place value and ordering
- Working knowledge of odd and even numbers
- Ordinal and cardinal numbers
- Problem solving
- Number patterns
- Understanding of number words
- Equations and linking of operations
- Estimating and rounding
- Fractions of numbers and equivalent fractions

Mental Maths

- Rapid addition and subtraction to 1000
- Addition and subtraction of 10's and 100's
- Doubling
- Halving
- Money - coins to make..., change
- Times tables
- Simple problems

Money

- Money values to £20
- Making amounts of money using a limited number of coins
- Simple bills and giving change
- Changing £'s and pence to pence
- Changing pence to £'s and pence

Fractions

- Understanding - halves, quarters, thirds, fifths, and tenths
- Simple addition and subtraction of halves and quarters
- Fractions of number
- Equivalent fraction

Shapes

- Recognition and properties of 2-d and 3-d shapes
- Practical activities relating to tessellation and symmetry
- Right angles

Measurements and Capacity

- Measuring in centimetres and half centimetres
- Measuring in metres and half metres
- Revision of facts - $10\text{mm}=1\text{cm}$ $100\text{cm}=1\text{m}$ $1000\text{m}=1\text{km}$
- Using string for measuring curved lines
- Working with and understanding masses – kg, $\frac{1}{2}$ kg and g
- Working with and understanding litres, half litres and millilitres

Time

- Understanding time in words (analogue)
- Understanding time in figures (digital)
- Sequence of days, weeks, months
- Understanding the calendar
- Simple time problems - fast and slow
- Counting passage of time



Data Handling

- Collecting and interpreting data
- Understanding bar graphs, pictographs
- Interpreting tables found in everyday life - time tables, calendars

Please find below and outline of the topics covered per term. This table details the topics but there may be cause to revisit some topics depending on pupils' understanding of the topic.

Autumn	Spring	Summer
Number bonds to 10 and 100	Place Value	Addition
Place Value / Ordering	Addition using partitioning	Subtraction
Multiplication	Number facts	Fractions
Division	Fractions	Bar charts
Time	Right angles	Pictographs
Subtraction	2D Shape	Written multiplication
Doubling and halving	Addition	Written division
Fractions	Subtraction	Mental addition and subtraction
Addition strategies	Place Value addition and subtraction	Column addition
Subtraction strategies	Written addition strategies	Column subtraction
Measurement (cm, ml, kg)	Mental addition strategies	Problem solving using measures
Division with remainders	Time	Multiplication using grid method
3D Shape	Subtraction	Division using chunking
	Doubling/halving	3D Shape – edges, vertices and faces
	Multiplication and division	

3 Science

In our Science teaching we aim to **stimulate and excite our pupils' curiosity** about the world around them.

Lessons will include practical experience, experiments, an exchange of ideas, introduction of scientific methods and creative thoughts.

The lessons will be backed up with written work and diagrams.



The topics covered will include

- Forces and Magnets
- Light
- Plants
- Rocks
- Animals, including humans
- Investigative skills

4. Humanities

Humanities involves five different topics covering aspects of **History, Geography, Sustainability, Religious Education and Global Citizenship**. The historical elements will be studied chronologically to teach the pupils about chronology and where and when the different periods occurred.



The topics covered will be:-

- Early Man
- Bronze Age
- Iron Age - Celts
- Aztecs (Ancient civilisation)
- India (Geography topic)

Computing

In our computing lessons we aim to give our pupils **further experience and confidence with keyboard and basic word processing skills**. We use the laptops for producing special pieces of work enhanced with graphics, as well as for **specific skills lessons**. So we will teach:

- Combining text and graphics
- Introduction to databases
- Manipulating sound
- Simulations
- E-mails

The pupils will use the skills and integrate them in to the Office applications. The pupils will encounter Word, PowerPoint and Publisher during Year 3. The pupils will also develop their

ability to use photographs within applications such as Photo Story and Comic Life. The children will have an account with Purple Mash which gives them a variety of software programs to use to develop their computing skills. It gives templates for the children to write to enable the children to start their work quickly and produce documents more easily. Within Purple Mash there is a range of programs that will allow the children to be creative and develop a range of skills. Their account can be accessed from home so homework can be set and the children can log in from home and complete any unfinished work. In computing we aim to give the pupils a broad range of experiences to meet their technological needs.

5 Physical Development

We aim to **develop confidence and competence**, and encourage a development of physical skills.

- to give the pupils the opportunity to learn new skills
- to face different challenges as individuals and in teams

There is one morning for games, a P.E. lesson unless they are swimming that term. Games and P.E. lessons take place at the university sports centre where we can make use of the fantastic AstroTurf pitches, the indoor gym and the indoor and outdoor athletics facilities.

We practise the team sports of hockey, rugby, netball and football during the first two terms. In the Summer term the pupils have experience of athletics, cricket, tennis and rounders.



6 Creative Development

Music

Music is an important part of our culture, both past and present. We aim to **develop the pupils' ability to listen** to and appreciate a wide variety of music.

We encourage an **active involvement in making music** through singing, recorders and use of percussion instruments.

The optional **peripatetic lessons** available include piano, brass, wind and stringed instruments.

Work will be based around the elements of music - pitch, rhythm, texture, dynamic and timbre.



Year 3 pupils will :

- develop rhythmic skills working with different metres
- Learn about note values and beats and work with them
- Develop listening, looking and concentration skills
- Develop pitch sense working with solfa system and singing songs
- Get to know a classical piece of music
- Start to improvise and compose simply

All pupils will have the opportunity to perform to each other and to a wider audience in whole school assemblies and school concerts.

Drama

Drama is an essential ingredient and has a well-established place in the curriculum of Oakleigh House. It is recognised as a subject that benefits the pupils through the development of social skills, confidence and their listening and communication skills.

Work is based around methods such as:-

- Games
- Story – telling
- Mime and Movement
- Characterisation
- Role play and Improvisation

Drama allows pupils participate and be creative in a wide range of performance based activities. They have the freedom to create individually or as part of a group. To explore characterization, worldwide issues, convey narrative, tell stories, look at themes and experience emotions within the context of a play or musical.

The pupils also have the option to develop their skills in small group peripatetic speech lessons from Year 1 through to Year 6.

Art and Design

Art gives opportunities to stimulate pupils' creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world. The pupils will record and select what they observe, experience and imagine and explore ideas.

They will collect visual and other information in a sketchbook and use as source material for their work.

During the year they will experience a variety of skills in observational drawing, creative designs and imaginative illustrations.

The work will be executed in a variety of mediums such as water colour paint, crayon, pencils, pastels and chinks. They will practice cutting skills and use of tools in 3D work involving clay or papier mache.

- to give experience and confidence working with a wide variety of different materials
- to explore colour, form, texture and patterns

Design Technology

Design technology lessons will be incorporated in the art and design lessons with cross-curricular and thematic links.

We aim to prepare pupils to **participate in our rapidly changing technologies**, to learn to think creatively and become problem solvers.

The pupils will be encouraged to **look for needs and opportunities** and to respond to the challenges presented.

Spanish

We feel it is important for pupils to have the experience of learning a foreign language.

The pupils are taught Spanish on a weekly basis. The pupils not only learn the language but also find out about the culture and country of Spain.

Assessment and reporting

In Key Stage 2 we use both formative and summative assessment to evaluate pupils' progress and plan for future learning.

Formative assessment

Pupils are assessed on a daily and weekly basis with class teachers making judgements on pupil progress. For example, in English we use marking ladders and success criteria to evaluate extended writing. Pupils are encouraged to participate in self and peer assessment.

Summative assessment

In line with Cognita Schools and the New National Curriculum, all Key Stage 2 pupils will complete Progress Tests in Mathematics and English at the end of each academic year.

Reporting

Interim target reports are issued in October and February half term. Parents' meetings take place to coincide with the issue of these reports. Full end of year reports are issued in June at the end of the academic year.

Conclusion

Your children are good ambassadors for school and so they need to wear correct school uniform to and from school and correct games kit for their games sessions every day.

Our School Week

School starts	8.45 a.m.
School ends	3.30 p.m.

Registration is between 8.45 and 8.50 a.m.

Staff will be on duty from 8.30 a.m. onwards.



We will meet at the beginning of term and thereafter we will update you on your child's progress through Parent's Evenings and end of term reports.

Should you have any concerns please contact us and we will do our best to solve any problems.

We look forward to a happy, productive and successful year.

Andrew Hodder and Victoria Hole