Shibden Head Primary Academy
Curriculum Information for Parents & Carers
Year 3

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted that the details below are the 'standard curriculum' requirements; we constantly differentiate these to support and extend all pupils.

Learning Challenge Curriculum – much of the curriculum is taught through topic-based cross-curricular themes. Topics run for a half term, each one led by a different foundation subject. Maths and English are taught daily in addition to the topics. Details of the topics can be seen on the website class pages.

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READING	• Comment on the way characters relate to one another. • Know which words are essential in a sentence to retain meaning. • Draw inferences such as inferring characters' feelings, thoughts & motives from their actions. • Recognise how commas are used to give more meaning. • Recognise plurals, pronouns and how used, collective nouns and adverbs • Can explain the difference that adjectives and verbs make.
WRITING	• Use conjunctions (when, so, before, after, while, because). • Use adverbs (e.g. then, next, soon). • Use prepositions (e.g. before, after, during, in). • Experiment with adjectives to create impact. • Correctly use verbs in 1st, 2nd and 3rd person. • Use perfect form of verbs to mark relationships of time and cause. • Correct use of inverted commas for direct speech. • Group ideas into paragraphs around a theme. • Write under headings and sub-headings. • Legible, joined handwriting.

MATHEMATICS
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	• Compare and order numbers up to 1000.
	• Read and write all numbers to 1000 in digits and words.
	• Find 10 or 100 more/less than a given number.
	• Count from 0 in multiples of 4, 8, 50 and 100.
	• Recall & use multiplication & division facts for 3, 4, 8 tables.
	• Recognise place value of any 3-digit number.
	• Add & subtract:
	  o 3-digit numbers and ones
	  o 3-digit numbers and tens
	  o 3-digit numbers and hundreds
	• Add & subtract:
	  o Numbers with up to 3-digits using efficient written method (column).
	• Use inverse to check.
	• Multiply:
	  o 2-digit by 1-digit

	- Count up/down in tenths. - Compare and order fractions with the same denominator. - +/- fractions with the same denominator within 1 whole. - Know pairs of fractions that total 1. - Tell time using 12 and 24 hour clocks; and using roman numerals. - Tell time to nearest minute. - Know number of days in each month.
SCIENCE	**Topics** Light and Shadows, Nutrition, Muscles and Bones, Rocks and Soils, Magnets, Plants and growing **Science Investigation Skills** - Make relevant observations - Carry out fair test with help. Explain why it is fair. - Record observations in a variety of ways. - Provide explanations. - Communicate scientifically
COMPUTING	- Record and present information integrating an appropriate range of media for a given audience including sound, text and graphics. - Answer straight forward questions and produce charts. - Design, write and debug programs that accomplish specific goals. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
HISTORY	**Learning Challenge (Can you Rock to the Romans?)** **Chronological Understanding** - Describe events from the past using dates when things happened. - Describe events and periods using the words: ancient, modern, BC, AD, century and decade. - Place periods of history on a timeline showing periods of time. **Knowledge and Interpretation** - Identify similarities and differences between periods in history. - Suggest why certain events happened/people acted as they did in history. - Explain how something from the past has helped shape our lives. - Recognise how lives in the past are different from their own. - Describe Stone Age, Iron Age and Roman life from the past. **Historical Enquiry** - Use various sources to answer questions. - Use various sources to piece together information about a period in history. - Find out what life was like in the past.
GEOGRAPHY	**Learning Challenge (How many ways can you say 'Hello'?)** - Use the correct geographical words to describe a place - Use some basic OS map symbols - Use grid references on a map - Use an atlas by using the index to find places - Name a number of countries in the northern hemisphere - Name and locate the capital cities of neighbouring European countries

		• Describe how volcanoes are created • Locate and name some of the world's most famous volcanoes • Describe how earthquakes are created
ART		• Use sketches to produce a final piece of work. • Use different grades of pencil shading to show tone and texture. • Know the primary colours and how to make the secondary colours. • Use a range of brushes to create different effects. • Make a 2 colour print. • Use their sketchbook to make notes about techniques used by artists. • Add texture to a sculpture. • Be able to cut accurately. • Use a digital camera and print images to use in their artwork. • Compare the work of different artists.
DESIGN TECHNOLOGY		• Plan work so that designs meet different needs. • Draw annotated sketches • Make models • Choose appropriate equipment; components; materials and ingredients • Choose appropriate making techniques and processes. • Use tools and equipment accurately to cut, weigh, measure, form and shape a range of materials and to combine materials and assemble the products. • Evaluate designs; suggesting improvements to the made **Food Education** • Claw technique – hard foods • Using digital or spring balance scales • Adding liquid to flour • Scraping out bowl with spatula • Shelling a hardboiled egg
MUSIC		**Composing** • Choose and order sounds to achieve an effect or image. • Identify and control a variety of sounds on musical instruments with confidence. • Repeat and create short (and longer) rhythmic phrases and with assistance record them graphically. • Show physical control when playing musical instruments. • Create repeating patterns (Ostinato) • Begin to understand how different musical elements can be used together to compose descriptive music. **Performing** • Sing songs from memory, following the tune (melody) well. • Make and control long and short sounds using voices and instruments. • Sing and play a range of singing games. • Articulate the words to communicate a song to the audience and explain why this is important. **Appraising** • Listen carefully with attention to detail. • Identify pulse and differing rhythms in music. • Begin to understand how sounds can be layered. • Recognise and use changes in timbre, pitch and dynamics.

PE	• Use a range of skills to pass, receive, dribble, keep possession and control of the ball • Identify what activities and exercises to use in a warm up • Recognise what happens to their bodies when playing the games • Know why warming up is important. • Describe what is successful in their own and others' play • Identify aspects that need improving • Choose simple approaches to solve the problems • Work cooperatively with others on tasks • Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing • Use the key shapes in gymnastics and combine them into routines • Link actions to make dance phrases • Perform short dances with expression, showing an awareness of others when moving • Describe what makes a good dance
LANGUAGES	• Understand instructions, messages and dialogue within short passages. • Use short phrases to respond to questions. • Read and understand short texts using familiar language. • Write 2-3 sentences on a familiar topic.