



St Mary's
Colchester

Year 3

Curriculum Booklet



Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the girls, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



Year 3 Yearly Overview for English

(Your daughter will be assessed against the following criteria)

Reading	Writing
<p>Develops positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks; using dictionaries to check the meaning of words they have read; and identifying themes and conventions in a wide range of books.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Understands what they have read independently by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and predicting what might happen from details stated and implied. Retrieves and records information from nonfiction</p>	<p>Organises paragraphs around a theme</p> <p>In narratives, creates settings, characters and plot</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with consonant or a vowel eg a rock, an open box</p> <p>Expresses time, place and cause using conjunctions</p> <p>Introduces inverted commas to punctuate direct speech</p> <p>Uses headings and sub-headings to aid presentation</p> <p>Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'</p>



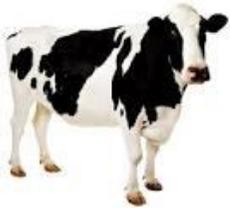
Year 3 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

<p>Number and place value Counts from 0 in multiples of four, eight, 50 and 100 Can work out if a given number is greater or less than 10 or 100 Recognises the place value of each digit in a three-digit number (hundreds, tens, and ones) Solves number problems and practical problems involving these ideas</p> <p>Addition and subtraction Adds and subtracts numbers mentally including:</p> <ul style="list-style-type: none">• a three-digit number and ones;• a three-digit number and tens; and• a three-digit number and hundreds. <p>Multiplication and division Recalls and uses multiplication and division facts for the multiplication tables three, four and eight. Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Fractions (including decimals) Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognises, finds and writes fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognises and shows, using diagrams, equivalent fractions with small denominators</p>	<p>Measurement Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Adds and subtracts amounts of money to give change, using both £ and p in practical contexts Tells and writes the time from an analogue clock and 12-hour and 24-hour clocks Identifies right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle</p> <p>Statistics Interprets and presents data using bar charts, pictograms and tables</p>



Year 3 - Science

Topic / Area of study	Description	The skills the girls will develop through these topics
<p>Rocks</p> 	<p>The girls will discover the following-:</p> <ul style="list-style-type: none">• The different layers of rocks.• Rocks & stones around the school.• The Earth's structure.• Volcanic eruptions• Fossils	<p>Compare and group together different kinds of rocks on the basis of their simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</p>
<p>Animals including humans</p> 	<p>In this area of study the girls will look at-:</p> <ul style="list-style-type: none">• Nutrition, including different diets• The human skeleton• Muscles and how they work in pairs.	<p>Identify that animals including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>



<p>Forces & Magnets</p> 	<p>In this unit of study the girls will discover-;</p> <ul style="list-style-type: none">• The different types of forces• Complete experiments using forces• Find out about magnetism <p>This links in with forces, so the girls will find out the following-:</p> <ul style="list-style-type: none">• Why magnets attract and repel?• Making a simple compass	<p>To notice that some forces need contact between two objects and some forces act from a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p>
<p>Light</p> 	<p>In this unit the girls will explore:</p> <ul style="list-style-type: none">• How darkness and light affect our senses?• Reflectors and sources of light.• Reflected light.• The Sun• Transparent, translucent & opaque	<p>Notice that light is reflected from surfaces.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p>
<p>Plants</p> 	<p>For this unit of study the girls will find out the following-;</p> <ul style="list-style-type: none">• Parts of a flowering plant• Conditions for growing plants.• Life processes• Water transportation in plants• Seed dispersal	<p>Identify & describe the functions of different parts of flowering plants; roots etc.</p> <p>Explore the requirements of plants for life & growth and how they vary from plant to plant. (air, light, soil, water, nutrients & room to grow)</p> <p>Investigate the way in which water is transported within plants.</p>



Year 3 - History

Topic / Area of study	Description	The skills the girls will develop through this topic
<p>Romans</p> 	<p>Colchester has a rich seam of Roman heritage which we will use as the basis for our module on the Roman period. The girls will look at the fortifications that surround our town and learn more about the lives of the Roman soldiers. The dramatic attack on Colchester from Boudicca will be brought alive when we visit Colchester castle.</p>	<p>To suggest causes and consequences of some of the main events and changes in history.</p> <p>To give a broad overview of the life in Britain from ancient until medieval times.</p> <p>To place events, artefacts and historical figures on a timeline using dates.</p>
<p>World War Two</p> 	<p>As part of such an important period of our recent history, the girls will explore the events that led up to the outbreak of World War Two. This will form the backdrop to our main studies, which will be how the lives of everyday Britons were shaped by this.</p>	<p>To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To describe different accounts of an historical event, explaining some of the reasons accounts may differ.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p>
<p>Fashion through the ages</p> 	<p>Fashion is a source of great interest for the pages of the glossy magazines that cover our coffee tables. This unit will explore how fashion has been of interest to those who lived before us and led to some outlandish developments. The girls will study different periods in fashion.</p>	<p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>



Year 3 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
<p data-bbox="107 365 315 395">Modern Europe</p> 	<p data-bbox="533 365 1379 555">We voyage across the seas to the Mediterranean climate of Italy and the relatively cooler conditions found in the Netherlands. The girls will discover what the physical and human elements of each country are and then will be in a position to draw comparisons, noting differences and similarities.</p>	<p data-bbox="1420 365 2085 437">To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p data-bbox="1420 485 2107 557">To ask and answer geographical questions about the physical and human characteristics of a location.</p>
<p data-bbox="107 616 253 646">Mountains</p> 	<p data-bbox="533 616 1397 805">The girls will use an atlas to locate the highest peaks around the world. They will discover how mountain ranges are formed and begin to understand the composition of the earth. They will learn to use the correct geographical language to describe the features of mountains and explore mountain climate.</p>	<p data-bbox="1420 600 1890 630">To describe key aspects of land use.</p> <p data-bbox="1420 678 2107 750">To describe geographical similarities and differences between countries.</p> <p data-bbox="1420 798 2096 908">To use field work to observe and record human and physical features in the local area using a range of methods.</p>
<p data-bbox="107 1015 255 1082">Field Study Harwich</p> 	<p data-bbox="533 1015 1368 1125">Using evidence gleaned through a variety of maps. The girls will develop their geographical skills using different field study techniques, presenting data in different ways.</p>	



Year 3 – Additional Subjects

RE
Topics to be covered: Christianity – Introducing Jesus and the Teaching of Jesus Judaism – The Synagogue Sikhism – Guru Granth Sahib and the Gurdwara
PSHEE/Philosophy
Topics to be covered: We're all stars! – Community/Rights and Responsibilities/Getting to know each other/Working Together Be Friendly, Be Wise – Friendships/Conflict resolution/Anti-bullying/Keeping Safe Living Long, Living Strong – Growing and caring for ourselves/Healthy eating and exercise/Goal Setting Daring to be Different – Self-esteem/Difference and diversity/Peer influence and assertiveness Dear Diary – Feelings/Relationships/Anti-bullying Joining in and joining Up! – Responsibilities/Participation/Local democracy/Fundraising
Computer Science
To give examples of the risks posed by online communications To understand that comments made online that are hurtful are the same as bullying and understand how online services work To use some of the advanced feature of applications and devices in order to communicate Devise and construct databases using applications designed for this purpose in areas across the curriculum Coding Looks: Set the appearance of objects and create sequences of changes Variables and lists: Specify the nature of events such as a single event or loop Events: Specify conditions to trigger events To understand how online services work To contribute to an online blog moderated by the teacher
Languages
The main focus within French will be speaking and listening. Other strands which will enrich this are reading and writing. The girls will also develop an awareness of the cultural aspects within French speaking provinces. Topics which will be studied include weather, hobbies, giving and understanding instructions, asking for snacks.



Design and Technology
The girls will learn how to place a simple pattern on fabric, cut it out, sew and decorate it with their own ideas. They will also try a selection of embroidery stitches to enhance their work. This will be followed by a project based on pizzas. The girls will enjoy tasting before designing and producing their own. Along the way they will learn some practical skills like using knives. The girls will learn a number of different ways of joining and constructing with card.
Art and Design
The girls will look at the work of some artists relating to the strands of drawing, painting, textiles and sculpture. A range of techniques will be explored and the girls will be given the opportunity to experiment with different materials.
Music
To sing from memory with accurate pitch and diction To choose, order, combine and control sounds to create an effect To begin to recognise notes on a musical stave as well as symbols for minim, crotchet and semibreve To begin to evaluate music using musical vocabulary
PE
Uphold the spirit of fair play and respect in all competitive situations To maintain possession of the ball (with feet, a hockey stick or hands) To throw and catch with control and accuracy To move in a clear, fluent and expressive manner To swim between 25 and 50 metres unaided To run over a longer distance, conserving energy to sustain performance
Forest School
Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.

