



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:</p> <ul style="list-style-type: none">• 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.• Identifying themes and conventions in a wide range of books. <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:</p> <ul style="list-style-type: none">• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen from details stated and implied.• Retrieving and recording information from non-fiction.	<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 e.g. 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 e.g. '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)

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.

Addition and subtraction

Adds and subtracts numbers mentally including:

- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds

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.

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.

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.

Statistics



- Interprets and presents data using bar charts, pictograms and tables.



Year 3 - Science



Topic / Area of study	Description	The skills the girls will develop through these topics
Forces & Magnets 	<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>
Animals, including humans 	<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>
Rocks 	<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>



Plants 	<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>
Light 	<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>





Year 3 - History

Topic / Area of study	Description	The skills the girls will develop through this topic
Romans 	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>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>
Shang Dynasty 	Pupils will develop an understanding on the Shang Dynasty which for 500 years , part of China was ruled by the Shang dynasty during the era 1600 - 1046 BC . Their territory was along the Yellow River which produced fertile farms for the people. These farms were very important to the success of the Shang dynasty.	<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>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
Modern Europe 	We voyage across the seas to the Mediterranean climate of Italy to compare it with the cooler conditions of the UK. 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.	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features. To ask and answer geographical questions about the physical and human characteristics of a location.
Mountains 	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.	To describe key aspects of land use. To describe geographical similarities and differences between countries. To use field work to observe and record human and physical features in the local area using a range of methods.



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:

- Feelings & Emotions - Grief
- The Working World – Looking After Our World Keeping/Staying Healthy - Medicines
- Relationships – Touch
- Hazard Watch – Is it Safe to Play with?
- First Aid – Fire Station
- Being Responsible - Stealing
- Computer Safety – Making Friends Online
- Keeping/ Staying Safe – Leaning out of the Window

Computer Science

Topics to be covered:

- eSafety
- Digital Core Skills (multi-skills unit)
- Coding 3: Sequence & Animation
- Online Detectives
- Coding 3: Conditional Events
- Rainforests (multi-skills unit)

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.

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 in gymnastics and dance.
- To swim between 25 and 50 metres unaided.
- To run over a longer distance, conserving energy to sustain performance.
- To choose appropriate tactics to challenge the opposition.

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.



French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Lundi	Monday	J'ai un/e/des	I have a ...	Le/la/les	The	C'est	It's
Mardi	Tuesday	Un crayon	Pencil	La Tête	Head	J'aime les	I like
Mercredi	Wednesday	Un sac	Bag	La bouche	Mouth	C'est quelle couleur?	What colour is it?
Jeudi	Thursday	Un livre	Book	Les épaules	Shoulders		
Vendredi	Friday	Un stylo	Pen	Les genoux	Knees		
Samedi	Saturday	Un cahier	Exercise book	Les Pieds	Feet	Vert	Green
Dimanche	Sunday	Une gomme	Rubber	Les Yeux	Eyes	Rouge	Red
		Une règle	Ruler	Les Oreilles	Ears	Marron	Brown
Janvier	January	Une trousse	Pencil case	Le Nez	Nose	jaune	Yellow
Février	February	Un compas	Compass	Les cheveux	Hair	bleu	Blue
Mars	March	Des ciseaux	Scissors	La bouche	Mouth	Crème	Cream
Avril	April	Des feutres	Felts	La jambe	Leg	Argent	Silver
Mai	May	Une colle	Glue-stick	Le bras	Arm	Or	Gold
Juin	June			Touchez	Touch	Violet	Purple
Juillet	July	Sur/dans	Out/in	Ecoutez	Listen	Brun	Brown
Août	August			Tournez	Turn	Noir	Black
Septembre	September			Hochez	Nod	Gris	Grey
Octobre	October			Levez	Lift	Banc	White
Novembre	November					rose	Pink
Décembre	December						
Quelle est la date ton anniversaire?	When is your birthday?			J'aime..	I like...	Je voudrais Svp	I would like ... please
C'est le...	It is on... (date/month)			Je n'aime pas...	I don't like...	C'est délicieux	It's delicious
Quel âge as-tu?	How old are you?			Le foot	Football	C'est bon	It's good
J'ai ans	I am years old			Le tennis	Tennis	C'est mauvais	It's awful
				Le roller	Rollerblading	Ce n'est pas bon	It's not good
				Le vélo	Cycling		
				La gymnastique	Gymnastics	Une pomme	Apple
				La danse	Dance	Une poire	Pear
				La natation	Swimming	Une pêche	Peach
				L'équitation	Horse riding	Une banane	Banana
				Le ski	Skiing	Une orange	Orange
Nombre:	Number:						
Un	One						
Deux	Two						



Trois	Three			Le jogging	Jogging	Un citron	Lemon
Quatre	Four			Le golf	Golf	Des raisins	Grapes
Cinq	Five					Un melon	Melon
Six	Six					Un kiwi	Kiwi
Sept	Seven					Des fraises	Strawberries
Huit	Eight					Un ananas	Pineapple
Neuf	Nine					Une pizza	Pizza
Dix	Ten					Un jus d'orange	Orange Juice
Onze	Eleven					Un sandwich	Sandwich
Douze	Twelve					Un gâteau	Cake
Treize	Thirteen					Une baguette	Baguette
Quatorze	Fourteen					Une glace	Ice cream
Quinze	Fifteen					Un café	Coffee
Seize	Sixteen					Un thé	Tea
Dix-sept	Seventeen					Un croque monsieur/madame	Toasted sandwich
Dix-huit	Eighteen					Une glace au chocolat	Chocolate ice cream
Dix-neuf	Nineteen					Une glace à la fraise	Strawberry ice cream
Vingt	Twenty					Une glace à la vanille	Vanilla ice cream
Vingt-et-un	Twenty-one						
Vingt-deux	Twenty-two						
Vingt-trois	Twenty-three						
Vingt-quatre	Twenty-four						
Vingt-cinq	Twenty-five						
Vingt-six	Twenty-six						
Vingt-sept	Twenty-seven						
Vingt-huit	Twenty-eight						
Vingt-neuf	Twenty-nine						
Trente	Thirty						
Trente-et-un	Thirty-one						
Trente-deux	Thirty-two						
Trente-trois	Thirty-three						
Trente-quatre	Thirty-four						
Trente-cinq	Thirty-five						
Trente-six	Thirty-six						



Trente-sept	Thirty-seven						
Trente-huit	Thirty-eight						
Trente-neuf	Thirty-nine						
Quarante	Forty						
Il fait - beau/mauvais	It's - nice/horrible						
Chaud/froid	Hot/cold						
Du soleil	Summy						
Du vent	Windy						
Il pleut	It's raining						
Il neige	It's snowing						
En été	Summer						
En Automne	Autumn						
En Hiver	Winter						
Au printemps	Spring						