# The curriculum in year three

## English

# The overarching objective for English at St Adrian’s is to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Our curriculum for English aims to ensure that all children:

# read easily, fluently and with good understanding

# develop the habit of reading widely and often, for both pleasure and information

# acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

# appreciate our rich and varied literary heritage

# write clearly, accurately and coherently, adapting their language and style for a range of contexts and purposes

# use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

# are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Where possible, our aims for English are achieved by making connections with other curriculum areas and providing children with purposeful contexts in which to extend their learning.

Maths

In year 3, children continue learning in maths in the following areas: counting and understanding the place value of 3-digit numbers, mental addition and subtraction, formal methods of written addition and subtraction, multiplication and division using pictorial representations and more formal methods, finding fractions of amounts, measurement, geometry and statistics.

Using the core content from the programmes of study for mathematics, we aim to provide children with deeper knowledge and understanding of mathematical procedures and related concepts.

In year 3, children complete a wide variety of investigations and problems which help them to develop their reasoning and problem-solving. They are taught to prove their solutions in a variety of ways, and be able to communicate their results using accurate mathematical language.

## Religious Education

Throughout the school, we follow the ‘Come and See’ scheme of work, which covers an extensive range of theological studies. As well as learning through weekly RE sessions, this thematic approach enables RE to be taught through other subject areas, thereby providing the children with opportunities to make connections.

The themes for year three are:

The Domestic Church, Baptism and Confirmation, Loving at Advent, the Local Church in Community, the Eucharist, Giving at Lent and Easter, Serving in Pentecost, Reconciliation and the Universal Church.

In addition, children in year three also learn about Judaism and one other of the major world religions.

## Science

Our science curriculum in year 3 is taught through five themes.

In *forces and magnets*, children will start to learn about the force of friction and compare how things move on different surfaces because of this force. They will identify how some forces need contact between 2 objects (contact force), but that magnetic forces can act at a distance (non-contact force) by conducting their own experiment. They will learn that magnets have two poles and predict if, and observe how, magnets attract and repel each other. They will also compare and group together materials on the basis of whether they are attracted to a magnet or not by conducting their own experiment.

Through *rocks and soil*, children compare and group together different kinds of rock based on their appearance and physical properties. They will also look at how fossils are formed and discover how some soils are made.

In *animals including humans,* children will explore the different food groups and what we need to eat to keep healthy. This unit also allows the children to look at the skeleton and muscles of animals and humans.

Through *plants*, children will explore and describe the functions of different parts of flowering plants and investigate what plants need in order to survive. They will look at how water is transported in plants, devising their own experiment on this, and look at the role that flowers perform in the life cycle of flowering plants.

In our final science topic, *light and shadows*, children will look at what light and darkness are. They will complete their own investigation based on finding the patterns in the way that the sizes of shadows change and explore, in-depth, how these shadows are created. They will also look at the health and safety aspect of light, considering how they can protect their eyes for extremely bright light, such as the sun.

The children will complete their science learning through a series of practical investigations which they plan and carry out independently, thinking of their own questions and the best way to record their results.

## Computing

Our learning in computing teaches children to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Children learn to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve problems.

In learning about e-safety, we teach children to be responsible, competent, confident and creative users of information and communication technology.

In year three, children’s learning is developed through six projects:

We are Programmers (programming an animation), We are Bug Fixers (finding and correcting bugs in programs), We are Presenters (videoing a sports skill) , We are Vloggers, We are Communicators (communicating safely on the internet), We are Opinion Pollsters (collecting and analysing data).

Our computing curriculum is supported by the award-winning *Switched on Computing* resource.

## History

Children’s knowledge and understanding of history continues to develop in year three by learning about changes in Britain from the Stone Age through to the Iron Age. Year 3 also learn about the achievements of the earliest civilizations through an in-depth study of Ancient Egypt.

## Geography

In year three, children continue to develop their geographical knowledge and skills through an in-depth study of the human and physical geography of the UK. They will locate the different countries and cities of the UK using maps and atlases. Children will compare the UK to a region within South America, specifically the human and physical characteristics. Children will consider why these countries are different.

Children will also use fieldwork to record and present the human and physical features in the local area of St Albans. Children will study the local area and create maps and plans using a key.

Through volcanoes and earthquakes, the children will learn about the physical geography of different countries in the world and will compare these. They will understand what a volcano is and what destruction an earthquake can cause.

## Design technology

Children continue to work through the design and make process, developing their technical knowledge and skills in year three to work with a range of materials. Children work in cross-curricular lessons to create a moving vehicle from the Stone Age and make their own flour like people in the Bronze Age to make their own bread. They also create their own stable structure in the form of a photo frame to hold their First Holy Communion photograph.

## Art

Our art curriculum in year three teaches children to improve their mastery of art and design techniques, including drawing, painting and sculpture. Children learn to use sketch books to record their observations and to use them to review and revisit ideas.

In year three, children again work in cross-curricular lessons to create their own Sprites for their animations in Computing and cave paintings to link to the Stone Age. They will develop their mastery of using clay to create sculptures of sphinxes to link to their topic of Ancient Egypt.

Children will also explore the work of Charles Rennie Mackintosh, an architect, which they can link to the structure and architecture of the Ancient Egyptian pyramids.

## PE

Our PE curriculum in year three is taught both by the class teacher and by our PE coaches.

For the autumn and spring terms, children will continue to be taught swimming. In summer, children are taught to play competitive games, including tennis, and complete a range of different athletic activities to help them develop their flexibility, strength, technique and balance.