

Year 3 Curriculum Information Leaflet



Inspired by Christ- Reaching out to all- Being the best we can be

Love, Honesty, Equity, Forgiveness,
Kindness, Friendship



Welcome to Year 3.

Mrs Denny

We are looking forward to a successful year of learning.

Behaviour for Learning

Positive behaviour is essential for providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

All of our children know what our 'Golden Rules' are and understand the sanctions in place should these rules be broken.

We are extremely excited to be part of a 'Restorative Justice' project this year led by a London University.

You can read more about our school Behaviour Policy on our website.

<https://www.allsaintsn20.barnet.sch.uk/policies/>

Above all, we expect our children to be ready to learn, to respect others and to be kind.

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Curriculum Overview

Here is an overview of what your child will be learning this year:

Autumn 1: Yr3

core text/s	Wk1 2/9/24	Wk2 9/9/24	Wk3 16/9/24	Wk4 bg 23/9/24	Wk5bg 30/9/24	Wk6 bg 7/10/24	Wk7bg 14/10/24	Wk8 bg 21/10/24
	Project week	GEOGRAPHY		SCIENCE		COMPUTING	Whole school project: writing week	Black history
	All Saints' Way	Climate zones		Animals including humans		Connecting computers		

Autumn 2: Yr3

core text/s	Wk1bg 4/11/24	Wk2 11/11/24	Wk3 18/11/24	Wk4bg 25/11/24	Wk5 2/12/24	Wk6 9/12/24	Wk7bg 16/12/24
	Project week	HISTORY (continued in Spring)			SCIENCE		
		Changes in Britain from Stone Age to Iron Age			Light		

Spring 1: Yr3

core text/s	Wk1 6/1/25	Wk2 bg13/1/25	Wk3 20/1/24	Wk4 27/1/25	Wk5 bg 3/2/25	wk6 bg 10/2/25
	HISTORY			SCIENCE		
	Changes in Britain from Stone Age to Iron Age			Rocks		

Spring 2: Yr3

core text/s	Wk1 24/2/25	Wk2 bg 03/2/25	Wk3 10/3/25	Wk4 17/3/25	Wk5 24/3/24	Wk6 bg 31/3/24
	Project week	COMPUTING	GEOGRAPHY		SCIENCE	
	PROJECT Plastic	Sequence in music	North America		Forces & magnets	

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Summer 1: Yr3

core text/s	Wk1 21/4/25	Wk2 28/4/25	Wk3 05/5/25	Wk4 12/5/25	Wk5 19/5/25
	Project week	COMPUTING	HISTORY		
		Desktop Publishing	The Roman Empire & its impact on Britain		

Summer 2: Yr3

core text/s	Wk1 2/6/25	Wk2 9/6/25	Wk3 16/6/25	Wk4 23/6/25	Wk5 30/6/25	Wk6 7/7/25	Wk7 14/7/25	W8 21/7- T 22nd
	Project week	SCIENCE			COMPUTING	GEOGRAPHY		catch up
		Plants			Events & Actions	Rio & South-East Brazil		

In order to enrich our curriculum, we will hopefully be arranging the following trips:
Celtic Harmony & The Veralannium.

Maths

At All Saints', we use the Oak Hill academy resource to support our Maths learning.

Here is an overview of the topics your child will be learning:

Autumn 1	Addition and subtraction across 10	Numbers to 1000
Autumn 2	Addition and subtraction across 10 cont.	Numbers to 1000 cont.
Spring 1	Right Angles	Mental calculations
Spring 2	Column Addition & Subtraction	2/4/8 timestables
Summer 1	Unit Fractions	Unit Fractions cont.
Summer 2	Non Unit Fractions	Parallel and perpendicular sides in polygons Time

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We recognise that in order to be successful Mathematicians, our children should practise their 'Maths fluency' as often as possible. You can

1. Number bonds up to 5
2. Some number bonds to 10
3. Simple double facts
4. All Number bonds to 10
5. All Numbers bonds to 20
6. Count in 10s
7. Count in 2s
8. Count in 5s
9. X10
10. X2
11. X5
12. ÷10
13. ÷2
14. ÷5
15. X3
16. X4
17. X6
18. X8
19. ÷3
20. ÷4
21. ÷6
22. ÷8
23. X7
24. X9
25. X11
26. X12
27. ÷9
28. ÷7
29. ÷11
30. ÷12
31. Multiply decimals mentally
32. Multiply fractions mentally

Purple - Rec
Rose - Y1
Orange - Y2
Blue - Y3
Green - Y4
Gold - Y5+

help with this by practising times tables often and carrying out calculations in your everyday lives. Children's maths fluency is incentivised through Mr Usher's 'Maths Missions'.

Children from Year 3 upwards use **Times Tables Rockstars'** as a tool to make learning their times tables fun. Please encourage your child to do this as often as possible. <https://trockstars.com/>

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English

We use 'Destination Reader' as a tool to develop our readers in Years 3-6. The program covers seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts. These are:

- Predicting
- Making connections
- Asking questions
- Evaluating
- Inferring
- Summarising
- Clarifying

While children read their book with their partner they are encouraged to stop and have discussions in a respectful way, and also through addressing a variety of these skills, some of which will be specific, the teacher taught using sentence stems in the same way.

You could prompt your child to refer to these sentence stems when reading at home or answering questions about a book you have read

to them. We cannot emphasise enough how important it is to read with your child at home.

<p>Evaluating <i>Language</i></p> <p>The <i>phrase/word</i> works well...</p> <p>I like the way the author uses ... it makes me think of ...</p> <p>This sentence has high impact...</p>	<p>Evaluating <i>Organisation</i></p> <p>The way ... is presented helps the reader...</p> <p>The text is organised well because...</p> <p>The structure could be improved by...</p>
<p>Clarifying</p> <p>I didn't understand ... so I ...</p> <p>... is a tricky word so I ...</p> <p>I need to reread ... because ...</p> <p>I think that means ... because...</p>	<p>Inferring</p> <p>I think this character is ...</p> <p>The word ... tells me ...</p> <p>That part tells me ...</p> <p>This makes me think that ...</p>
<p>Summarising</p> <p>The most important ideas are ...</p> <p>The book was about ...</p> <p>This chapter was about ...</p> <p>This part was about ...</p>	<p>Predicting</p> <p>I predict that ...</p> <p>I wonder if ...</p> <p>I bet ...</p> <p>I think ... will happen ...</p>
<p>Questioning</p> <p>Who ...? What ...? When ...?</p> <p>Where ...? Why ...?</p> <p>I wonder if ...</p> <p>Why do you think that ...</p>	<p>Making connections</p> <p> I know about this because I ...</p> <p>I've been to / seen ...</p> <p> I saw a programme about ...</p> <p>This reminds me of ...</p> <p>This is similar to ...</p> <p>I think this is a ... book ...</p> <p> This links to ...</p> <p>This makes me think of ...</p>

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Phonics

At All Saints', we teach phonics using a linguistic phonics programme called Sounds-Write – a proven Systematic Synthetic Phonics programme validated by the Department for Education. It is based on the science of reading and provides a structured, cumulative, and code-oriented approach to teaching reading and spelling. It starts with what children learn naturally, the sounds of their own language, and teaches them to represent those sounds in writing. Sounds-Write is a complete phonics curriculum that teaches the skills, concepts, and code knowledge necessary for children to read and spell.

Students are taught **four key concepts**:

1. Letters are symbols that represent sounds
2. Sounds can be spelled using 1, 2, 3 or 4 letters (dog, street, night, dough)
3. The same sound can be spelled in different ways (rain, break, stay, gate)
4. The same spelling can represent different sounds (head, seat, break)



Students are taught to master **three key skills**:

1. Segmenting - the ability to pull apart the individual sounds in words
 2. Blending - the ability to push sounds together to build words
 3. Phoneme manipulation - the ability to insert sounds into and delete sounds out of words.
- This skill is necessary to test out alternatives for spellings that represent more than one sound.

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Writing

<https://www.allsaintsn20.barnet.sch.uk/writing-at-all-saints/>


Progression in Writing
Promoting Curiosity and Oracy



Year 3

Transcription:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition:

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and subheadings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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Year 3 Vocabulary, grammar & punctuation

Develop their understanding of the concepts set out in English Appendix 2

by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to punctuate direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Appendix 2: Vocabulary, grammar & punctuation

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Handwriting

At All Saints', we believe legible and fluent handwriting is an essential and beneficial skill, even in the age of keyboard and messaging! We use Nelson Handwriting style, It classifies the letters into 5 sets.

Set 1 Lower case letters which have hooks at the bottom of the a height.
a c d e h i k l m n t u

Set 2 Lower case letters which commence at the top of the a height.
a c d e g i j m n o p q r s u v w x y

Set 3 Lower case letters which commence at the top of the ascender.
b f h k l t

Set 4 Lower case letters which conclude at the top of the a height.
f o r v w

Set 5 Lower case letters after which no join is ever made.
b g j p q s x y z

Nelson defines the joins between letters using these sets. Only four types of joins are needed.

Basic Join Set 1 to Set 2
in ma ki

Second Join Set 2 to Set 3
ab if co

Third Join Set 4 to Set 2
oa fo we

Fourth Join Set 4 to Set 3
ob fl wh

Examples of words with break letters
bigger quiz pass table

We expect our children to care for their school books and always endeavour to keep them as neat as possible. This instills a level of respect towards their learning.

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Project Weeks

At the beginning of every half term, All Saints' children are immersed in a project week, which aligns with the United Nations Sustainable Development Goals. This gives all the children opportunities to understand and apply their knowledge and thinking skills; to be Change- Makers. Links are made between what they know, their values and the actions that they can take within their school, local community and the wider world.



We would love you to become involved in these Project Weeks in any way you can. Please keep up to date with our Newsletter for any upcoming projects.

Religious Education

As a Church of England primary school, Christianity takes precedence in our RE Curriculum.

This is the Year XX overview for RE this year;

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity	Christianity	World Faith	Christianity	World Faith	Christianity

3	<p>What is the Bible's Big Story?</p> <p>(6 or 8 sessions)</p>	<p>How does the season of Advent and the feast of the Epiphany point towards the true meaning of Christmas?</p> <p>(5 sessions)</p>	<p>Judaism</p> <p>What does it mean to be Jewish?</p> <p>(6 sessions)</p>	<p>Who is the most important person in the Easter story?</p> <p>(5 sessions)</p>	<p>Buddhism</p> <p>What did the Buddha teach his followers about life?</p> <p>(6 sessions)</p>	<p>Who is Jesus (I am statements)</p> <p>(6 sessions)</p>
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Worship

At All Saints', children take part in an act of worship daily. There is plenty of flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

We visit All Saints' church half termly, and we hope that you can join us there.

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Physical Education

Year 3 will be doing PE on a Monday and Wednesday. Please ensure that your child brings in the (correct) PE kit for those

days. Here is an overview of Year 3 PE curriculum this year;

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion: Basketball	Invasion: Handball	Gymnastics: Symmetry and Asymmetry	INvasion: Tag rugby	Net/Wall: Tennis	Athletics

Parents Evening

Our Parents' Evenings this term are on the 21st & 22nd of October. Please keep an eye out for the opening of the Booking System.

We have an open door policy here at All Saints' and are always happy to talk to you about your child's learning.