



Gosfield School

Year 3 Curriculum Booklet

This booklet is a guide to your child's current academic year, giving you an overview of the content of our curriculum at Gosfield Prep School. Our curriculum has been devised to interest and engage every child to help them realise their 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 pupils, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your child's class teacher.

Year 3- Yearly Overview for English

Your child will be assessed against the following criteria:

Reading	Writing
<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry, for example, free verse, narrative poetry.</p> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text. 	<p>Spelling</p> <p>Use further prefixes and suffixes and understand how to add them. Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting</p> <p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Composition</p> <p>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 and by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures; by organising paragraphs around a theme; in narratives, by creating settings, characters and plot and in non-narrative material, using simple organisational devices.</p>

- 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.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.

Retrieve and record information from non-fiction.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and by 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.

Grammar and Punctuation

Develop their understanding of concepts such as:

- 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 avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials.

Using commas after fronted adverbials.

Indicating possession by using the possessive apostrophe with plural nouns.

Using and punctuating direct speech.

Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

Year 3 - Yearly Overview for Maths

Your child will be assessed against the following criteria:

Number and Place Value	Addition and Subtraction	Measurement	Properties of Shape
<p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Read and write numbers up to 1000 in numerals and in words.</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and</p>	<p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Measure the perimeter of simple 2-D shapes.</p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events, for example to calculate the time taken by particular events or tasks.</p>	<p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>

<p>correspondence problems.</p> <p>Count up and down in tenths.</p> <p>Recognise, find and write fractions of a discrete set of objects.</p> <p>Recognise and use fractions as numbers.</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>			
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	<p>important event in WW1.</p> <p>They will understand that civilians were subject to aerial bombardment for the first time, how did this affect life at home?</p> <p><u>Trip to Braintree Museum</u></p>	
<p>Spring Term A local history study: The Courtaulds</p>	<p>The Courtaulds were an important family locally and impacted through their work, lifestyle and legacy of buildings and designs. They will learn about the impact of a family and business that is still visible and active locally. Pupils will realise that history can be relatively recent and understand the impact of the family through the distribution of designs and styles nationwide and worldwide.</p> <p><u>Trip to Braintree Museum</u></p>	
<p>Summer Term The Mayan civilisation</p>	<p>Pupils will study the Ancient Mayan civilization which contrasts with the knowledge learned about the local area in Geography.</p> <p>In this topic they will learn about a non-European society that provides contrasts with British history. They will look at the contrasting life and buildings from this time to the present and consider non-European society. They will gain an understanding of the word 'civilization' and understand that the history timeline is continuous, and in this case goes back over 11,000 years.</p>	

Year 3 – Geography

Topic/Area of Study	Description	The skills developed through this topic
Autumn Term 1 Rural and Urban Settlements	<p>Pupils will compare historic land use maps of the UK with the present, focusing on land use. Linking with History, they will look at the types of settlements in Viking, Saxon Britain. They will locate and name the main counties and cities in England and compare two different regions in UK, one rural and one urban.</p> <p>Pupils will investigate where invaders came from and why they settled in certain areas.</p> <p>They will go on a trip to Sutton Hoo</p>	<p>To describe key aspects of physical and human geography.</p> <p>To describe geographical similarities and differences between countries.</p> <p>To ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>To use a range of resources to identify the key physical and human features of a location.</p>
Autumn Term 2 UK	<p>Pupils will extend their place knowledge by learning to locate the major cities and counties of Britain. They will be able to describe their identifying human and physical characteristics and their key topographical features, including mountains, rivers, coasts and hills.</p> <p>Pupils will use maps, globes, and digital/computer mapping to locate UK cities.</p>	<p>To describe key aspects of physical and human geography.</p> <p>To ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>To use a range of resources to identify the key physical and human features of a location.</p>
Spring Term The local area	<p>The children will understand what biomes are, and what biome Gosfield and the United Kingdom as a whole is part of. Types of plants growing and climate in particular will be compared. Pupils will learn to use the eight points of a compass, four figure grid references,</p>	<p>To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers and mountains.</p>

	<p>symbols and key, to build their knowledge of their local area.</p> <p>They will explore the local area on foot and on a trip to Halstead.</p>	
<p>Summer Term Mountains, volcanoes and earthquakes</p>	<p>Pupils 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>Pupils will then move on to understand volcanoes and how earthquakes happen. They will also learn about the devastating effect volcanoes and earthquakes can have on the human and physical geography of an area.</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>

Year 3 – Spanish

Topic/Area of Study	Description	The skills developed through Spanish
Autumn Term	Pupils will learn: <ul style="list-style-type: none"> • About the culture of Spain. • How to ask greet one another and ask how someone is. • Numbers 1 – 20. • Basic classroom instructions. • How to ask someone their name and age. • Basic classroom objects. • About Christmas in Spain. 	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>
Spring Term	Pupils will learn: <ul style="list-style-type: none"> • The days of the week. • To say where they live. • To say how many brothers and sisters they have and give their names. • Numbers 1 – 50. • To use the Spanish alphabet. • About Easter in Spain. 	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p>
Summer Term	Pupils will learn: <ul style="list-style-type: none"> • The months of the year. • The colours. • About Spanish painters. • Numbers 50 – 100. • About Spanish currency. 	<p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>

Year 3- PE

Topic/Area of Study	Description	The skills developed through PE
<p>Autumn Term Multi Skills Fitness</p>	<p>Multi Skills Pupils will focus on:</p> <ul style="list-style-type: none"> • Basic principles of agility, balance and co-ordination. • Improving the ability to move and respond in different ways. • Improving co-ordination skills of upper and lower limbs. <p>Fitness Pupils will focus on:</p> <ul style="list-style-type: none"> • The importance of maintaining a healthy and active lifestyle. • Fitness testing. • Different methods of training to improve fitness. • Why we warm up and cool down for physical activity. • Developing stamina and pacing skills for long distance running. 	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance through athletics and gymnastics.</p> <p>Develop gross and fine motor skills.</p> <p>To use and apply skills with growing accuracy and consistency within competitive situations.</p> <p>Demonstrate a good kinaesthetic awareness, holding shapes and moving with fluency and expression.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Spring Term Badminton Gymnastics</p>	<p>Badminton Pupils will focus on:</p> <ul style="list-style-type: none"> • Different types of forehand shot progressing to mini rallies. • Introduce serving technique. • Game play incorporating basic rules and simple scoring. <p>Gymnastics Pupils will focus on:</p> <ul style="list-style-type: none"> • Jumping, rolling, balancing and travelling. 	

	Sequence work independently and progressing to partner work.	
Summer Term Athletics Tennis	<p>Athletics Pupils will focus on:</p> <ul style="list-style-type: none"> • Developing running, throwing and jumping skills. • Measurement of times and distances. • Experience competitions. <p>Tennis Pupils will focus on:</p> <ul style="list-style-type: none"> • Forehand ground strokes. • Basic serving technique. • Footwork incorporating court movement. • Rallying. <p>Simple game play with basic rules and scoring.</p>	

Year 3 - Games

Topic/Area of Study	Description	The skills developed through Games
Autumn Term Hockey Rugby Football	<p>Hockey Pupils will focus on:</p> <ul style="list-style-type: none"> • Passing, dribbling, tackling and shooting. • Tactics that introduce the basic principles of attack and defence. • Game play incorporating simple rules and scoring. <p>Rugby Pupils will focus on:</p> <ul style="list-style-type: none"> • Passing, scoring, creating space, movement on and off the ball. • Tactics that introduce the principles of attack and defence. 	<p>To uphold the spirit of fair play and respect in all competitive situations.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>

	<ul style="list-style-type: none"> • Game play incorporating rules and scoring. <p>Football Pupils will focus on:</p> <ul style="list-style-type: none"> • Passing, dribbling, shooting, creating space, movement on and off the ball. • Tactics that introduce the principles of attack and defence. • Game play incorporating rules and scoring. 	
<p>Spring Term Netball Rugby Football</p>	<p>Netball Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Passing, footwork, shooting, creating space, movement on and off the ball. ▪ Tactics and strategies incorporating principles of attack and defence. ▪ Game play introducing rules and scoring. <p>Rugby and Football As in previous term.</p>	
<p>Summer Term Striking and Fielding</p>	<p>Striking and Fielding Pupils will focus on:</p> <ul style="list-style-type: none"> • Throwing, catching, batting, bowling and fielding. • Basic tactics and strategies involved in game play. • Match play incorporating rules and scoring. 	

Year 3 – Additional Subjects

Art
<p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will:</p> <ul style="list-style-type: none">• Create sketch books to record their observations and use them to review and revisit ideas.• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint and clay.• Learn about great artists, architects and designers in history.
Computing
<p>How Computers Work: Understand computer networks and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly.</p> <p>Communication and E Safety: Use search technologies effectively. Use technology safely, respectfully and responsibly; identify a range of ways to report concerns about content and contact.</p> <p>Data and Information: Select, use and combine a variety of software to design and create a range of content that accomplishes given goals, including collecting and presenting data and information.</p> <p>Algorithms and Programming: Debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence and repetition in programs. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>
Design Technology
<p>Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make: select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate: explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms such as levers, sliders, wheels and axles in their products.</p>
Drama
<p>Pupils will learn to:</p> <ul style="list-style-type: none">• Apply vocal, physical and design skills to communicate in performance.• Develop and refine creative ideas from stimuli.• Engage with the process of collaboration.• Create character, roles, artefacts and designs.• Analyse and evaluate personal contribution to the creation, development and refinement process.• Analyse and evaluate performance, design skills and creative intentions within a performance.

- Demonstrate understanding of genre, structure, character, form, style, theatrical convention and language.
- Use drama terminology.

Food Technology

Food and nutrition:

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Forest School

At the end of the year pupils will be able to:

- Build a shelter.
- Make a rope swing using a reef knot.
- Use a palm drill.
- Cut wood using a saw.
- Light a small fire independently (supervised).
- Use natural materials to create sculpture and paintings.
- Understand properties of soil.
- Understand properties of flowers.

Music

Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

PSHE

Being part of a community: Rights and Responsibilities, getting to know each other and working together.

Being Friendly and Being Wise: Friendships, conflict resolution, anti-bullying and keeping safe.

Living Long and Living Strong: Growing and caring for ourselves, Healthy eating and exercise, goal setting.

Dare to be Different: Self-esteem, difference and diversity, peer influence and assertiveness.

Feelings and Relationships: Feelings and relationships, anti bullying.

Democracy: Responsibilities, participation, local democracy and fundraising.

RE

Buddhism : The Buddha's life story.

Christianity : The local Anglican parish church; Living as a Christian: the Bible and prayer; Jesus' baptism and the beginning of his ministry; Jesus' teaching and example.

Hinduism: Hindu gods and goddesses, their stories and their festivals