

The Year Three Curriculum- Information for Parents and Carers

This booklet provides information for parents and carers on the end of year expectations for children at Fiddlers Lane. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

If your child is struggling to meet these expectations, they will receive extra support. You will be informed if they are placed on the SEND register.

Fiddlers Lane wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.

You will be kept up to date on your child's progress, towards these end of year expectations, through parents' evenings and Pride Time mornings throughout the year, as well as end year of reports.

Spoken Language

By the end of year three, pupils are expected to be able to:

- Sequence and communicate ideas in an organised and logical way, always using complete sentences.
- Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- Take an active part in paired and group discussions.
- know when Standard English is required and use it (beginning).
- retell a story using narrative language and add relevant detail.
- show that they have listened carefully because relevant comments are made.
- present ideas or information to an audience.
- recognise that meaning can be expressed in different ways, depending on the context.
- perform poems from memory adapting expression and tone as appropriate.



Reading

By the end of year three, pupils are expected to be able to:

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.



What you can do to help.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child.

We feel that this is an essential part of a child's development and recommend this for all children. Please record in their reading record book when you have heard your child read, shared a story or read a magazine or nonfiction text. Encourage your child to take part in the 'Read around the World' and 'Recommended Read' initiatives.

Writing



By the end of year three, pupils are expected to be able to:

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun.
- Use fronted adverbials. Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use apostrophe for plural possession.
- Use commas to mark clauses. (complex sentences)
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organised ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.
- Poetry

What you can do to help.

Your child will receive spelling homework and have lists of key words to learn. You can help them with this by reading the words with them and encouraging them to write them down.

Encourage your child to complete homework tasks which include writing.

Mathematics



By the end of year three, pupils are expected to be able to:

- Compare & order numbers up to 1000.
- Read & write all numbers to 1000 in digits and words.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.
- Recall & use multiplication & division facts for 3, 4, 8 tables.
- Recognise place value of any 3-digit number.
- Add and subtract:
 - 3-digit numbers and ones
 - 3-digit numbers and tens
 - 3-digit numbers and hundreds
- Add and subtract:
 - Numbers with up to 3-digits using written columnar method.
- Estimate and use inverse to check.
- Multiply: 2-digit by 1-digit
- Count up/down in tenths.
- Compare and order fractions with the same denominator.
- Add and subtract fractions with same denominator within a whole.
- Tell time using 12 and 24 hour clocks; and using Roman numerals.
- Tell time to nearest minute.

- Know number of days in a year & leap year, number of months in a year, number of days in each month and number of seconds in a minute.

What you can do to help.

Encourage your child to complete their weekly maths homework. Practice recall of times tables and related division facts. This can take a lot of repetition before the facts are embedded.

Fiddlers Lane has a home subscription to espresso and Purple Mash, where there are many maths games and activities you can share with your child.

Science



Working scientifically (Y3 and Y4)

By the end of Year 4 pupils are expected to:

- know how to ask relevant scientific questions.
- know how to use observations and knowledge to answer scientific questions.
- know how to set up a simple enquiry to explore a scientific question.
- know how to set up a test to compare two things.
- know how to set up a fair test and explain why it is fair.
- make careful and accurate observations, including the use of standard units.
- know how to use equipment, including thermometers and data loggers to make measurements.
- gather, record, classify and present data in different ways to answer scientific questions.
- know how to use diagrams, keys, bar charts and tables; using scientific language.
- know how to use findings to report in different ways, including oral and written explanations, presentation.
- know how to draw conclusions and suggest improvements.
- know how to make a prediction with a reason.
- know how to identify differences, similarities and changes related to an enquiry.

Biology – Year 3 expectation

Plants

- know the function of different parts of flowering plants and trees.
- know what different plants need to help them survive.
- know how water is transported within plants.
- know the plant life cycle, especially the importance of flowers.

Animals, including humans

- know about the importance of a nutritious, balanced diet.
- identify that humans and some other animals have skeletons and muscles for support, protection and movements.

Chemistry - Rocks

- can compare and group rocks based on their appearance and simple physical properties, giving a reason.
- knows how fossils are formed.
- knows how soil is made.
- knows about and explain the difference between sedimentary, metamorphic and igneous rock.

Physics - Light

- knows what dark is (the absence of light).
- knows that light is needed in order to see.
- knows that light is reflected from a surface.
- knows and demonstrate how a shadow is formed.
- explore shadow size and explain the changes.
- knows the danger of direct sunlight and describe how to keep protected.

Forces and Magnets

- knows about and describe how objects move on different surfaces.
- knows how some forces require contact and some do not, giving examples.
- knows about and explain how objects attract and repel in relation to objects and other magnets.
- can predict whether objects will be magnetic and carry out an enquiry to test this out.
- knows how magnets work.
- can predict whether magnets will attract or repel and give a reason.

History

By the end of year 3 pupils are expected to:

- know about how stone age people hunted for their food and what they ate.
- know about some of the differences between the stone, bronze and iron ages.
- know what people learnt from stone aged paintings.
- be able to describe what a typical day would have been like for a Stone Age man, woman or child.
- know about and can talk about the struggle between the Athenians and the Spartans.
- know about some of the things that the Greeks gave the world.
- know that the Greeks were responsible for the birth of the Olympics.
- know that the Greek Gods were an important part of Greek culture.
- know how to locate Greece on a map

Geography

By the end of year 3 pupils are expected to:

- locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map.



- know whether a country is located in the Southern or Northern hemisphere, using map.
- know why people may choose to live in one place rather than another.
- know about, locate and name some of the world's most famous volcanoes.
- know about and describe the key aspects of earthquakes.
- know about and describe the key aspects of volcanoes.
- Use the 8 point compass, four-figure grid reference, symbols and key to build their knowledge of the UK.
- Use maps, atlases, globes and digital mapping to locate

Art



By the end of year 3 pupils are expected to:

- know how to use sketches to produce a final piece of art.
- know how to use different grades of pencil to shade and to show different tones and textures.
- know how to create a background using a wash.
- know how to use a range of brushes to create different effects in painting.
- know how to identify the techniques used by different artists.
- know how to use digital images and combine with other media in my art.
- know how to use IT to create art which includes my own work and that of others.
- know how to compare the work of different artists.
- recognise when art is from different cultures (Greek/Stone Age/Victorian)
- recognise when art is from different historical periods.

Design Technology



By the end of year 3 pupils are expected to:

- prove that their design meets some set criteria.
- follow a step-by-step plan, choosing the right equipment and materials.
- design a product and make sure that it looks attractive.
- choose a material for both its suitability and its appearance i.e light, curtains.
- select the most appropriate tools and techniques for a given task.
- work accurately to measure, make cuts and make holes.
- describe how food ingredients come together.

PE



By the end of year 3 pupils are expected to:

Games

- throw and catch with control.
- be aware of space and use it to support team-mates and to cause problems for the opposition.

- know and use rules fairly.

Gymnastics

- adapt sequences to suit different types of apparatus and criteria.
- explain how strength and suppleness affect performance.
- compare and contrast gymnastic sequences.

Dance

- improvise freely and translate ideas from a stimulus into movement.
- share and create phrases with a partner and small group.
- repeat, remember and perform phrases.

Athletics

- run at fast, medium and slow speeds; changing speed and direction.
- take part in a relay, remembering when to run and what to do.

Outdoor and adventurous

- follow a map in a familiar context.
- use clues to follow a route.
- follow a route safely.

Computing

By the end of year 3 pupils are expected to:

Algorithms and programming

- design a sequence of instructions, including directional instructions.
- write programs that accomplish specific goals.
- work with various forms of input.
- work with various forms of output.

Information technology

- use a range of software for similar purposes.
- collect information.
- design and create content.
- present information- manipulating digital images
- search for information on the web in different ways.

Digital literacy

- use technology respectfully and responsibly.
- know different ways I can get help if I am concerned.
- understand what computer networks do and how they provide multiple services.
- discern where it is best to use technology and where it adds little or no value.

Safe computer use – knowledge and understanding

- understand the need for rules to keep me safe when exchanging learning and ideas online.
- recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.



- understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- use strategies to verify information, e.g. cross- checking.
- understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- understand that copyright exists on most digital images, video and recorded music.
- understand the need to keep personal information and passwords private.
- understand that if I make personal information available online it may be seen and used by others.
- know how to respond if asked for personal information or feel unsafe about content of a message.
- recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- know how to report an incident of cyber bullying.
- know the difference between online communication tools used in school and those used at home.
- understand the need to develop an alias for some public online use.
- understand that the outcome of internet searches at home may be different than at school.

Safe computer use – Skills

- follow the school's safer internet rules.
- recognise the difference between the work of others which has been copied (plagiarism) and re- structuring and re-presenting materials in ways which are unique and new.
- identify when emails should not be opened and when an attachment may not be safe.
- explain and demonstrate how to use email safely.
- use different search engines.

Music

By the end of year 3 pupils are expected to:

- know how to sing a tune with expression.
- know how to play clear notes on instruments.
- know how to use different elements in my composition.
- know how to create repeated patterns with different instruments.
- know how to compose melodies and songs.
- know how to create accompaniments for tunes.
- know how to combine different sounds to create a specific mood or feeling.
- know how to use musical words to describe a piece of music and compositions.
- know how to use musical words to describe what they like and do not like about a piece of music.



- know how to recognise the work of at least one famous composer.
- know how to improve their work; explaining how it has been improved.

RE

By the end of year 3 pupils are expected to:

- answer 'what does it mean to be a Christian in Britain?'
- know about festivals that are important to different religious communities (Easter focus)
- answer 'what do different people think about God?'
- know about the reasons why people pray
- know why the Bible is important for Christians today

MFL

By the end of year 3 pupils are expected to:

Spoken language

- join in with songs and rhymes.
- respond to a simple command.
- answer with a single word.
- answer with a short phrase.
- ask a question.
- name people, places, objects.
- I can use set phrases.
- I can choose the right word to complete a phrase.
- I can choose the right word to complete a short sentence.

Reading

- I can read and understand single words.
- I can read and understand short phrases.
- I can use simple dictionaries to find the meaning of words.

Writing

- I can write single words correctly.
- I can label a picture.
- I can copy a simple word or phrase



PHSE

British Values

British values are promoted in much of what we do, for example during assemblies, RE, PSHSE sessions. The values are also integral to our vision and values as a school.

Empowering Learning

Empowering Learning is an integral part of our curriculum at Fiddlers Lane. It involves working on a range of ways to develop and progress 'learning to learn' skills. Over a year each class works on a different area of Empowering Learning, which build on the previous year.

The themes are about pupils being: Team Workers, Reflective Learners, Effective Participators, Independent Enquirers, Resourceful Thinkers and Self Managers.

Certificates are given out weekly, for pupils showing the skills in a half term's theme.

Unique experiences in year 3 at Fiddlers Lane

All year 3 pupils learn to play a musical instrument – either flute or violin. The pupils take perform in a concert at the Lowry in May. Trips visits clubs events special days include:

- Exploring Media City – Lowry workshop
- Exploring Irlam – Princes Park

Irlam Train Station

Canal

- Virtual Reality workshop – volcanoes
- Drama workshop – Stone Age
- Homework Helper club