



Year 3 Curriculum focus

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

Year 3 experiences and events

- Y3 performance
- Ukulele lessons
- Outdoor learning
- Egyptian experience day
- The Lincolnshire Show

Curriculum content

- Narnia (Terms 1 and 2)
- Bronze and Iron Age (Term 3)
- Ancient Egyptian (Terms 4 and 5)
- Charlie and the Chocolate Factory (Term 5 and 6)

Key writing skills

Within writing, there will be high expectations of key spellings, fluent handwriting and what we would describe as basic punctuation. Alongside this, we will focus on the following:

In narratives, create setting, characters and plot in narrative.
Begin to develop awareness of appropriate language and form (e.g. letter; report writing).
Use many conjunctions (e.g. and, because, when), adverbs (e.g. often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.
Some correct use of speech punctuation.
Spell correctly words from learning in previous years groups and some words from the year 3 and 4 spelling list.
Use past and present tense mostly correctly and begin to use other verb forms.
Use the range of punctuation taught up to and including Y3 mostly correctly – apostrophes for singular possession, commas in a list.
Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge of how to improve the effect of their writing. For example, writing for different purposes, using detail and vocabulary to interest and engage the reader and adapting vocabulary when editing.
How you can help at home: Practising the weekly spelling patterns

Practising handwriting formation

Key maths skills

Within our maths learning, we will continue to focus on the following:

Recognise the place value of each digit in three-digit numbers.

Add and subtract numbers with up to 3 digits, using formal written methods.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Recognise, find and write fractions of sets of objects. Also beginning to add and subtract fractions with the same denominator.

To measure, compare, add and subtract (m/cm/mm); (kg/g); volume/capacity (l/ml).

Identify right angles and whether angles are greater than or less than a right angle.

Interpret and present data using bar charts, pictograms and tables.

Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge of maths. For example, we will ask them to explain and show the reasons behind their thinking in a range of ways, find and prove the most effective way of solving a problem and explain their methods to others and find connections between different concepts.

How you can help at home:

Encourage them to complete the weekly homework

Practise mental maths skills (e.g. number bonds to 10, 20 and 100, times tables)

Telling the time – analogue and digital

Key reading skills

Within our reading, we will continue to focus on the following:

Check whether a suggested meaning of an unfamiliar word is accurate in the context of the text.

Summarise the main ideas from ideas from a whole fiction and non-fiction text.

Discuss the authors' choice of words and phrases (e.g. adjectives, verbs and adverbs) that describe and create impact by capturing the reader's interest and imagination.

Make some plausible predictions about what might happen based on details stated in the text and justify reasons for these.

Going Deeper:

For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge and understandings of reading. For example, we will ask the children to make more detailed inferences about a characters' feelings and actions from a range of points within a text or make comparisons between a wider range of texts of the same genre or the same author.

How you can help at home:

Listen to your child read at least 4 times per week

Read to your child

Encourage them to find and discuss the meaning of words that are unfamiliar to them.