

Introduction

This guide is intended to support parents of children at Keighley St Andrew's Church of England Primary School & Nursery. The guide will provide you with an overview of the new national curriculum. We hope that by reading this you will be able to support your child in making the best of their time at the school.

Changes in the curriculum

English, Maths and Science remain the core subjects in education. The National Curriculum sets out in some detail what must be taught in these subjects, and they will take up a significant part of your child's learning week.

Alongside these are the foundation subjects: Art, Computing, Design & Technology, Geography, Languages, History, Music, and Physical Education. For these subjects the objectives are much briefer and the school has flexibility in how these are delivered.

The new curriculum has much higher expectations than in previous years and the content is very demanding. In mathematics there is now emphasis on arithmetic and working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling.

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work, allowing a greater mastery and understanding of concepts and ideas.

Tests your child will take

As part of assessment Keighley St Andrew's tests are used as part of a normal classroom routine, and support teachers' judgements. The National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6 which are often informally known as 'SATs', Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

The new National Curriculum Tests for children in Year 2 and Year 6 will take place each summer from 2016. Children in other year groups may also have tests around the same time.

Where previously these tests – and other teacher assessments – were graded in levels (normally numbering between Level 1 and Level 6 in primary school) at Keighley St Andrews Primary School, we assess children using the descriptors of emerging, developing, secure and mastery.

At all stages of your child's education we will provide you with the information as to how your children is progressing.

Mathematics in Year 3

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods.

In Year 3 your child will be introduced to the standard written column methods of addition and subtraction.

Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100s, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

Calculations

- Add and subtract numbers mentally, including adding
- either 1s, 10s or units to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that $56 \div 8 = 7$
- Begin to solve multiplication and division problems with two-digit numbers

Fractions

Equivalent fractions are fractions which have the same value, such as $\frac{1}{2}$, $\frac{3}{6}$ or $\frac{1}{4}$ and $\frac{2}{8}$

- Recognise and show equivalent fractions with small denominators
- Add and subtract simple fractions worth less than one, for example $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$

- Put a sequence of simple fractions into size order

Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

Shape and position

- Draw familiar 2-d shapes and make familiar 3-d shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

Parent Tip

We have a calculation policy which sets out the order in which calculation strategies are taught. Please ask your child's class teacher for a copy.

English in Year 3

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects.

They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well-structured statements and responses

Reading Skills

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing

- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too

Writing Skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell some commonly misspelt words correctly, taken from the Y3/4 list
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to help them to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story-writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as sub-headings and bullet points
- Review their own work to make improvements, including editing for spelling errors
- Read others' writing and suggest possible improvements
- Read aloud work that they've written to be clearly understood

English in Year 3 Continued

- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar.

Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using the verb 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc

Science in Year 3

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 3, some of the skills your child will focus on include:

- Set up simple comparative tests, ensuring that they are carried out fairly
- Make systematic observations, using appropriate equipment and standard units
- Gather and record information to help to answer scientific questions
- Use results to draw simple conclusions or to raise further questions
- Use straightforward scientific evidence to answer question

Plants

Identify the basic functions of a plant's roots, stem/trunk, leaves and flowers

Understand that plants need air, light, water, nutrients and room to grow

Understand the role of flowers in the life cycle, including pollination and seed dispersal

Pollination is the act of reproduction in which pollen is transferred – usually to another plant – to make seeds. Seed dispersal is the distribution of seeds by actions such as sprinkling, through the wind, or by being eaten as part of a fruit.

Animals including Humans

- Know that animals get their nutrition from food, and need the right types and amounts of nutrition

- Identify that humans and some other animals have skeletons and muscles, and know their basic functions

Rocks

- Compare and group different types of rocks based on their appearance and properties
- Describe how fossils are formed
- Recognise that soils are made from rocks and organic material

At this level, rocks are often grouped into one of three categories:

Igneous: rocks formed from magma under the Earth's surface, often after a volcano, or deep underground.

Metamorphic: rocks formed under great heat or pressure under the Earth's surface, such as slate or marble.

Sedimentary: rocks formed where sediment builds up in deposits under lakes or oceans.

Light

- Recognise that we need light to see things
- Notice that light is reflected from surfaces
- Know how shadows are formed, and identify how the size of a shadow changes

Forces and Magnets

- Notice that some forces need contact to act, but that magnetic forces can act at a distance
- Observe how magnets attract or repel each other, describing magnets as having two poles
- Compare and group objects according to whether or not they are magnetic

Parent Tip

Many families will have a magnet of some form about the house, and this makes a great tool for scientific investigation. A fun experiment is to compare whether household objects are attracted to magnets, such as keys, tins, cans, and even different denominations of coin

The Foundation Subjects

The foundation subjects play a key part in providing a broad and balanced curriculum. Additionally your child will be taught RE using the Bradford RE syllabus.

As a school we have developed progressive key skills for each curriculum area.

Art

An artist in Year 3 should be able to:

- Collect ideas for their work in a sketchbook
- Evaluate and refine their own work
- Use digital cameras to collect ideas for artworks and annotate
- Paint pictures using a variety of paints (including ones they have mixed), brushes and brush strokes
- Note down how artists have used paint and techniques to create shapes, textures, patterns and lines
- Sketch using a variety of media, grades of pencils, lines, patterns, textures and tones
- Create printing blocks and make prints of 2 or more colours
- Investigate how print is used in everyday life by designers/artists and compare their methods/techniques
- Create collages, montages and mosaics using a variety of media and methods
- Create purposeful textile work that uses a variety of stitches, joins, fabrics and methods of colouring
- Explore other methods of weaving e.g. God's eyes
- Create 3D nets, models and pottery inspired by other cultures using a variety of techniques
- Add materials to other pieces of work to create texture, expression or movement

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

A computer user in Year 3 should be able to:

- Combine software to design media.
- Use searches to locate appropriate resources for a task.
- Understand the principles of (2D) animation.
- Understand what information to share when using ICT.
- Know where to go for help when using the internet.
- Solve and explain problems in algorithms.
- Write and debug programs for a goal.

Design and Technology

Designers in Year 3 should be able to:

- Plan and design ideas, and use appropriate tools, for a range of purposes.
- Explain what is good about own products and how they have improved their own work.
- Create a textile product by selecting and combining appropriate textiles.
- Prepare, make and measure ingredients to make a food product for an intended user.
- Describe food products in terms of taste, texture and flavour.
- Talk about how food is grown, reared or caught in the UK.
- Make a model using stiff and flexible sheets and describe how they made it using DT words.
- Create a product using a simple circuit.

Geography

Geographers in Year 3 should be able to:

- Describe and compare the features of places using geography words.
- Locate places on a range of maps e.g. OS, atlas, google
- Talk about and locate regions, cities, rivers, mountains and seas around the UK.
- Find out people's opinions of places and communicate findings.
- Draw maps using grid references, scale and symbols.
- Talk about places using 8 points of the compass.
- Talk about and describe countries in Europe.
- Describe how rivers are formed.
- Explain why people settle in different places.
- Talk about environmental issues affecting areas they are studying.
- Present work in a range of methods including ICT.

History

Historians in Year 3 should be able to:

- Talk about the past and present using appropriate dates, centuries and time vocabulary
- Order a people, objects and events using a time line
- Ask historical questions and use a wide variety of evidence to find answers
- With help, present information about the past using a wide range of methods
- Use a wide variety of sources to find out about the past and begin to explain why there may be differences

Physical Education

A sports person in Year 3 should be able to:

- Talk about how their work is similar to and different from other performances.
- Talk about which skills are appropriate for each discipline.
- Talk about their health and PE.
- Move in controlled way and change their dynamics.
- Create a dance routine to communicate an idea and improvise.
- Play as part of a team and use the equipment accurately.
- Use underarm, overarm to hit a target.

Music

Musicians in Year 3 should be able to:

- Describe music using the correct terminology.
- Talk about how music affects mood and feelings.
- Sing songs clearly in a group and play notes on instruments.
- Combine musical elements to compose music.
- Describe the different purposes of music throughout history.
- Compose and perform melodies (including ICT) with repeating patterns and a range of instruments.
- Explain the effect of their music on themselves.

Languages

- In Key Stage Two your child will study French.