



NEWLAND  
ST JOHN'S  
C of E ACADEMY

# Statutory Curriculum Requirements

## Year 3

ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>identifying themes and conventions</li> </ul>	<p><b>Spelling (see <a href="#">English Appendix 1</a>)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant;</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English</li> </ul> </li> </ul>

<p>structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <ul style="list-style-type: none"> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding</li> </ul>	<p>and sound, and where these occur in the word.</p>	<p>in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>▪ discussing words and phrases that capture the reader's interest and imagination</li> <li>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>▪ understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ asking questions to improve their understanding of a text</li> <li>▪ drawing inferences such</li> </ul> </li> </ul>		<p>that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>around a theme</p> <ul style="list-style-type: none"> <li>▪ in narratives, creating settings, characters and plot</li> <li>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>▪ evaluate and edit by: <ul style="list-style-type: none"> <li>▪ assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>▪ proof-read for spelling and punctuation errors</li> <li>▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the</li> </ul>	<p>Appendix 2</p> <ul style="list-style-type: none"> <li>▪ indicate grammatical and other features by: <ul style="list-style-type: none"> <li>▪ using commas after fronted adverbials</li> <li>▪ indicating possession by using the possessive apostrophe with plural nouns</li> <li>▪ using and punctuating direct speech</li> <li>▪ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul> </li> </ul>
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<p>through speculating, hypothesising, imagining and exploring ideas</p> <ul style="list-style-type: none"> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the</li> </ul>		<p>as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>▪ predicting what might happen from details stated and implied</li> <li>▪ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>▪ identifying how language, structure, and presentation contribute to meaning</li> </ul> <ul style="list-style-type: none"> <li>▪ retrieve and record information from non-fiction <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> </li> </ul>			<p>meaning is clear.</p>	
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<p>listener(s)</p> <ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>						
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Maths							
Number – Number and Place Value	Number – Addition and subtraction	Number – Multiplication and division	Number – fractions	Measurement	Geometry – Properties of shape	Geometry – Position and direction	Statistics
Pupils should be taught to: <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>add and subtract numbers mentally, including:               <ul style="list-style-type: none"> <li>a three-digit number and ones</li> </ul> </li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>count up and down in tenths; recognise that tenths arise from dividing an</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm);</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>interpret and present data using bar charts,</li> </ul>

<p>given number</p> <ul style="list-style-type: none"> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>compare and order numbers up to 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>read and write numbers up to 1000 in numerals and in words</li> <li>solve number problems and practical problems involving these ideas.</li> </ul>	<ul style="list-style-type: none"> <li>a three-digit number and tens</li> <li>a three-digit number and hundreds</li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</li> <li>estimate the answer to a calculation and use inverse operations to check answers</li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</li> </ul>	<p>tables</p> <ul style="list-style-type: none"> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which <math>n</math> objects are connected to <math>m</math> objects.</li> </ul>	<p>object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <ul style="list-style-type: none"> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>add and subtract fractions with the same denominator within one whole [for</li> </ul>	<p>mass (kg/g); volume/capacity (l/ml)</p> <ul style="list-style-type: none"> <li>measure the perimeter of simple 2-D shapes</li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</li> <li>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</li> </ul>	<p>materials; recognise 3-D shapes in different orientations and describe them</p> <ul style="list-style-type: none"> <li>recognise angles as a property of shape or a description of a turn</li> <li>identify right angles, recognise that two right angles make a half-turn, three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> </ul>		<p>pictograms and tables</p> <ul style="list-style-type: none"> <li>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</li> </ul>
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			<p>example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</p> <ul style="list-style-type: none"> <li>▪ compare and order unit fractions, and fractions with the same denominators</li> <li>▪ solve problems that involve all of the above.</li> </ul>	<ul style="list-style-type: none"> <li>▪ know the number of seconds in a minute and the number of days in each month, year and leap year</li> <li>▪ compare durations of events [for example to calculate the time taken by particular events or tasks].</li> </ul>			
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