St Philip's Learning Pathway

Year 3

Reading

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books

Reading – comprehension

Statutory requirements

  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - 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
  - 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.

English - Writing

Writing – transcription

Statutory requirements

Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

English - Writing

Writing – composition

Statutory requirements

Pupils should be taught to:

- 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
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - 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.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

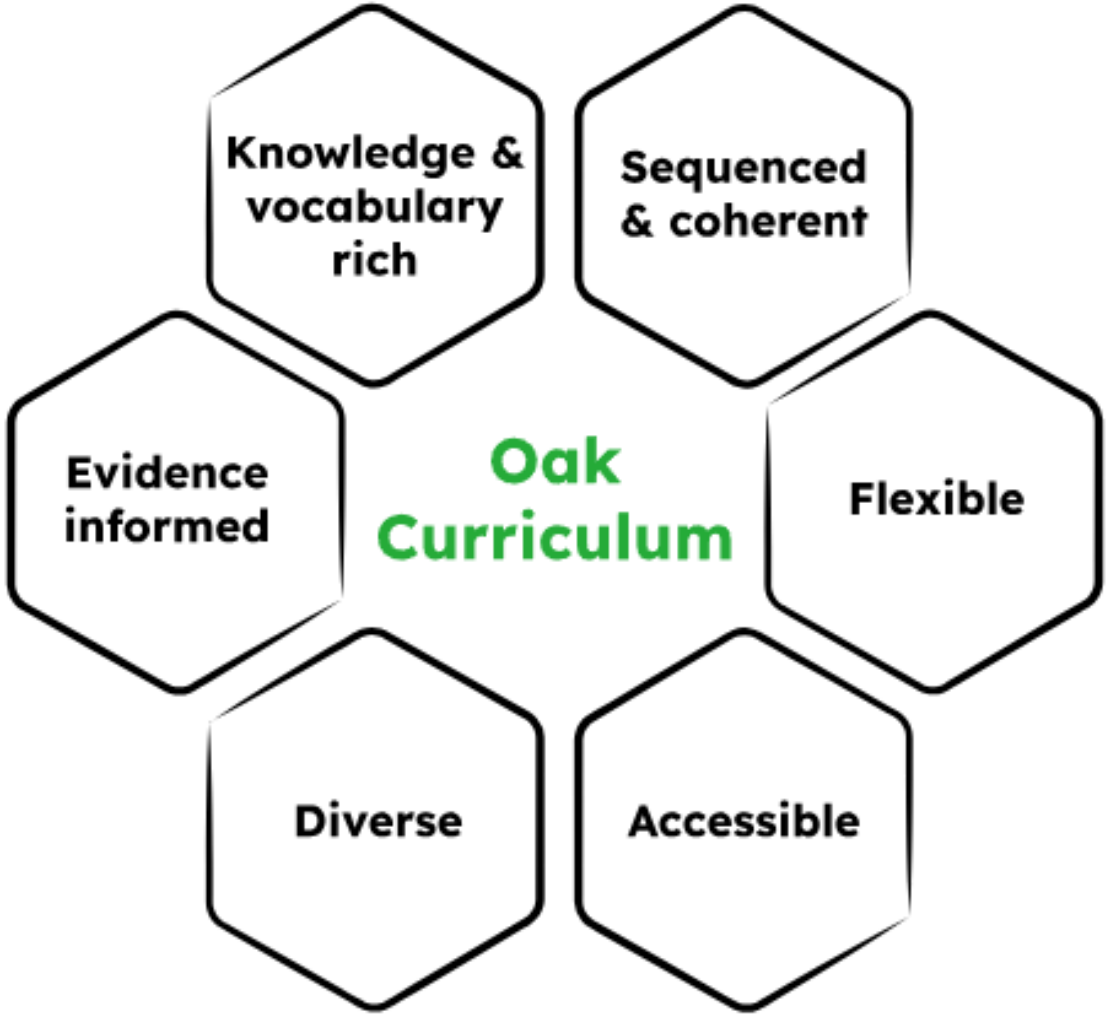
- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Click the links below

English Appendix 1: Spelling

English Appendix 2: Vocabulary, grammar and punctuation

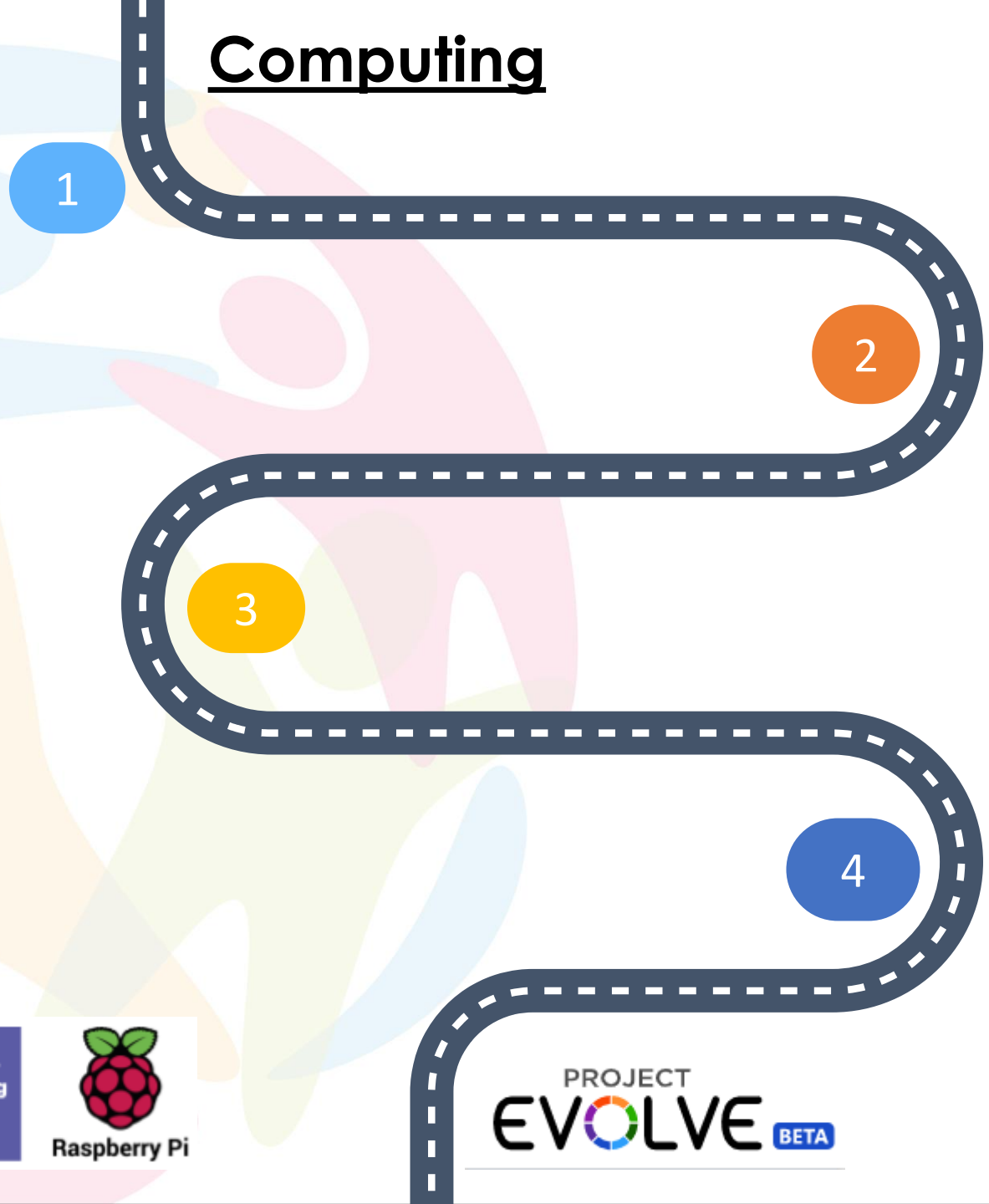
Mathematics



Click the link to see the unit sequence for each year group
https://www.thenational.academy/teachers/curriculum/maths-primary/units

Oak National Academy

Computing



Digital Literacy - Online Safety

Keep myself and others safe online

Date and Information

Building and using branching databases

Creating Media

Capturing and editing digital still images to produce a stop frame animation

Networks and Systems

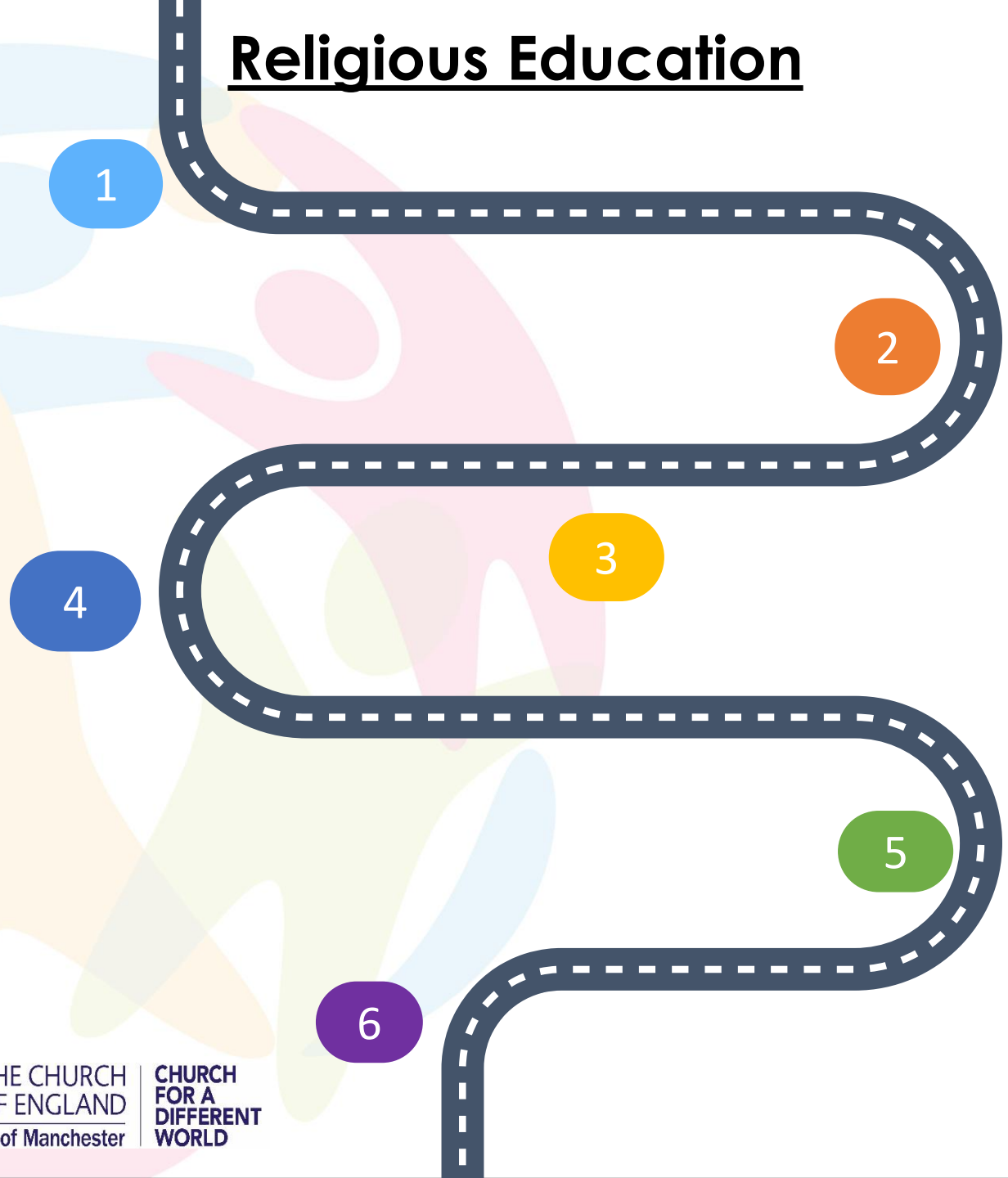
Identifying how devices can be connected to make networks

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education



L2.1 - Creation

What do Christians learn from the creation story?

L2.2 - People of God

What is it like for someone to follow God?

L2.9 - Islam

How do festivals and worship show what matters to a Muslim?

L2.10 - Judaism

How do festivals and family life show what matters to Jewish people?

L2.4 - Jesus' World

What king of world did Jesus want? Gospel

L2.12 - World

How and why do people try to make the world a better place?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Science

Animals including Humans

Explore the skeletal system

Rocks

Compare and sort rocks. Know the three types of rocks. Discuss uses of different rocks

Forces and Magnets

Observe how magnets attract or repel each other and attract some materials and not others

Light

Recognise that we need light in order to see. Understand how shadows are formed

Plants

Identify anddescribe the functions of different parts of flowering plants

Revision

Revise all Year 3 units of work

PiXL

Humanities

History Unit 1 – War and Peace

The impact of invaders

Geography Unit 1 – Land Use

Explore geographical features in the local area

History Unit 2 – Benin

Study the kingdom of Benin

Geography Unit 2 – Volcanoes and Earthquakes

Understand the causes of volcanoes and earthquakes and explore life around volcanoes

History Unit 3 – WW2 evacuees

Use primary and secondary sources to find out about WW2 evacuee experiences

Geography Unit 3 – Europe

Explore the physical and human geography of Europe

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

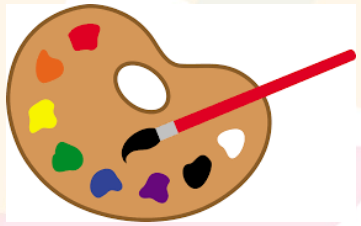
2

3

4

5

6



Art & Design – Mark Making

Create intricate patterns with a variety of media. Begin to show an awareness of objects having a third dimension

Design & Technology - Structures

Design, make and evaluate

Art & Design - Printing

Show experience in different printing techniques using different media

Design & Technology – Electrical and Mechanical Systems / Components

Design, make and evaluate

Art & Design – 3D and Sculpture

Begin to use varied techniques such as pinching and slabbing when using clay. Construct a simple base for extending and modelling other shapes

Design & Technology - Food

Design, make and evaluate

Music

Let Your Spirit Fly

R&B music

Glockenspiel Stage 1

Learn about the language of music through playing the glockenspiel

Three Little Birds

Reggae music

The Dragon Song

Learn a song about kindness, respect, friendship, acceptance and happiness

Bring Us Together

Disco music

Reflect, Rewind and Replay

Consolidate learning that has occurred during the year

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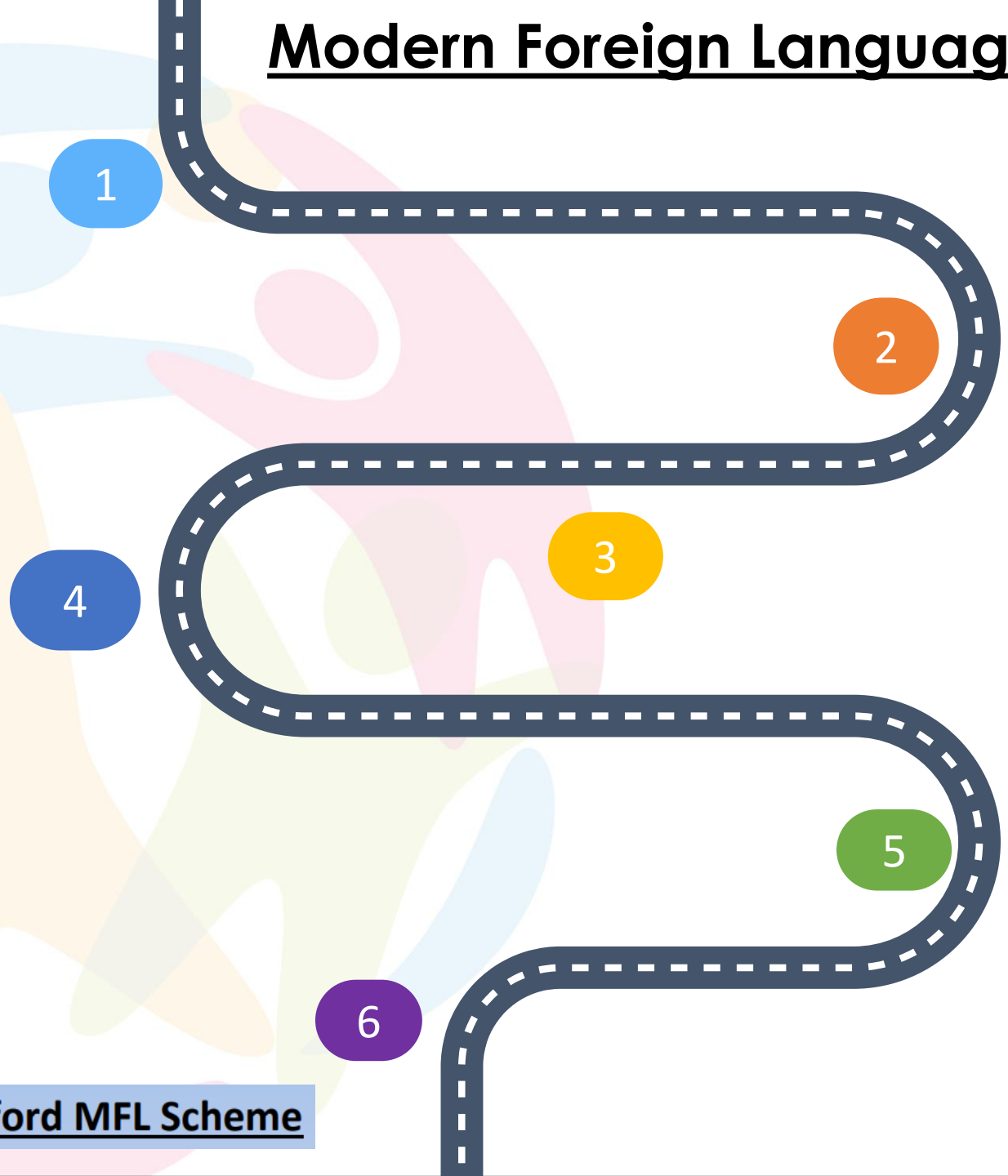
Modern Foreign Languages



Ourselves and Family

I can use simple greetings and write simple sentences to describe myself in French

Celebrations

Describe some French Christmas traditions using French vocabulary

School

Find, name and label classroom objects in French

Weather

Name and write the days of the week in French.
Name and write 5 weather conditions in French

Hobbies and Sports

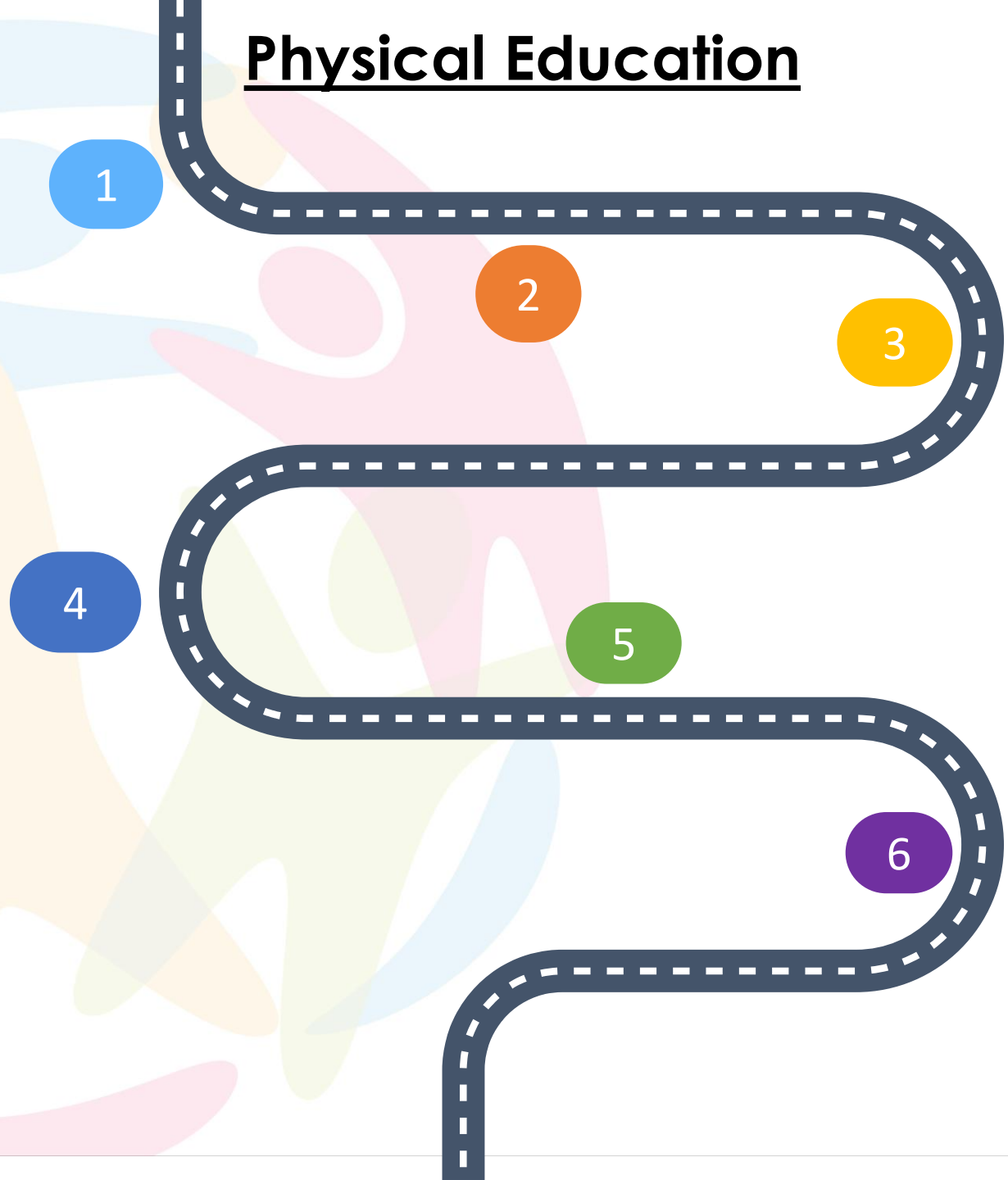
Name and write 5 hobbies in French. Express and write an opinion using the verb 'aimer'

Holidays and Travel

Name and write 6 food and drink items in French. Verbally express likes and dislikes

Salford MFL Scheme

Physical Education



Tag Games

Develop range of throwing in a variety of ways

Health and Fitness

Understand the health benefits of an active lifestyle. Develop social skills when working with others

Gymnastics

Compare and contrast gymnastic sequences

Dance and Cross Country

Develop short sequences using a main stimuli
Develop cross country skills ready for competition

Invasion Games

Develop attacking and defending opportunities in small sided games

Tri Golf

Learn basic skills of golf – putting and chipping