



# Loreto Convent School, Gibraltar

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## YEAR 3 GUIDELINES

### ENGLISH

#### **The Literary Curriculum:**

This is a book-based approach to the teaching of primary English. This scheme engages children as writers and immerses them in a literary world while ensuring the progression of skills within the National Curriculum.

Each book focuses on key outcomes for writing, grammar, punctuation and spelling. Year 3 will be reading the following books:

- “The Owl Who Was Afraid of the Dark” by Jill Tomlinson
- “The BFG” by Roald Dahl
- “Escape from Pompeii” by Christina Balit
- “The day I swapped my dad for two goldfish” by Neil Gaiman

#### **Reading**

##### Word reading

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand meaning of new words they meet.

Pupils are also given the opportunity to work on a challenging text which allows them to delve into our literary heritage. In Year 3 this is “The Twelve Tasks of Hercules.” Pupils read and discuss plots and language as well as then being able to use their understanding and discussion of the text as a launch pad for some written pieces.

#### **Comprehension**

Pupils will follow Schofield and Sims ‘Complete Comprehension’; a whole school programme designed to equip pupils with everything they need to become strong, successful readers.



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## **Writing**

### Composition – Fiction

We continue to work on developing pupils' writing skills to improve their creative pieces. This includes working on:

- plan their writing;
- discussing and recording ideas;
- composing and rehearsing sentences orally;
- building a varied and rich vocabulary;
- begin to organise writing into paragraphs;
- creating settings, characters and plot.

### Composition – Non-Fiction

We learn the features present in, and work on producing:

- information texts on topics of interest
- letter writing (informal)
- writing instructions/recipes

## **Handwriting**

We follow the Nelson Handwriting Scheme. Pupils will continue to learn to use the diagonal and horizontal strokes that are needed to join letters.

## **Spelling**

We follow Spelling Book 3 [Schofield and Sims] throughout the year. To this we add all words which are statutory requirements in the National Curriculum for the year which are linked to this year group's spelling scheme.

## **Vocabulary, Grammar & Punctuation**

We work on Nelson Grammar Book 1, Haydn Richards, as well as the following:



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Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i> , <i>an open box</i> ] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

## MATHEMATICS

### Number

#### **Place Value**

- Read, write and order whole numbers to at least 1000 in numerals and in words and know what each digit represents.
- Count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number.

#### **Four operations**

- Add and subtract numbers mentally, including three-digit numbers.
- Add and subtract numbers with up to 3-digits, using the efficient written methods of columnar addition and subtraction.
- Know by heart all addition and subtraction facts for each number to 20.



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- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.
- Know by heart facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.
- Write and calculate mathematical statements for multiplication and division.
- Choose and use appropriate operations (including multiplication and division) to solve word problems, explaining methods and reasoning.
- Understand division and recognise that it is the inverse of multiplication.

## **Fractions**

- Recognise unit and non-unit fractions, and use them to find fractions of shapes, sets of objects and numbers.
- Recognise equivalent fractions with small denominators
- Add and subtract fractions with the same denominator
- Compare and order unit fractions with the same denominator

## **Measures**

- Measure, compare, add and subtract: lengths, mass and volume.
- Measure the perimeter of simple 2-D shapes.
- Add and subtract amounts of money to give change, using both £ and p
- Tell and write the time from an analogue and digital clock.
- Use units of time and know the relationship between them (second, minute, hour, day, week, month, year)

## **Geometry: properties of shapes**

- Draw 2D shapes and make 3D shapes
- Recognise angles as a property of shape and associate angles with turning.
- Identify right angles and whether angles are greater than or less than a right angle.
- Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

## **Data**

- Solve a given problem by organising and interpreting / representing numerical data in simple lists, tables and graphs, such as bar graphs and pictographs.



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## SCIENCE

We study the following topics:

- Light and shadow
- Rocks, fossils and soils
- Health and movement
- How plants grow
- Forces and Magnets

## RELIGION

We follow the scheme “The Way, The Truth and The Life” Book 3.

**Preparation for two Holy Sacraments;** Reconciliation and First Holy Communion.

Listen and read Bible stories and understand how people’s lives were changed by their encounters with Jesus.

## HISTORY

We study the following topics:

- The Celts and the Romans
- The Anglo-Saxons, Picts and Scots
- The Vikings

## GEOGRAPHY

We study the following topics:

- Plants, weather and climate around the world
- Volcanoes
- Our local area