



# Loreto Convent School, Gibraltar

---

## YEAR 3 GUIDELINES

### Contents

ENGLISH .....	2
MATHEMATICS .....	5
SCIENCE .....	7
RELIGION .....	10
HISTORY .....	11
GEOGRAPHY .....	12
PHYSICAL EDUCATION .....	13
COMPUTING .....	14
MUSIC .....	14
SPANISH .....	16
ART AND DESIGN .....	17



# Loreto Convent School, Gibraltar

---

## ENGLISH

### The Literary Curriculum:

This is a book-based approach to the teaching of primary English. This scheme engages Pupils 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.

### Reading

Word reading

Pupils will learn to:

- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand meaning of new words.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Read and discuss plots and language as well as using their understanding and discussion of the text for creative writing.
- Be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.



# Loreto Convent School, Gibraltar

---

## **Comprehension**

In Year 3 pupils should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction. They should be learning to justify their views about what they have read with support.

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.

## **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.



# Loreto Convent School, Gibraltar

---

## Spelling

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

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:

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')



# Loreto Convent School, Gibraltar

---

## MATHEMATICS

### Number

#### Place Value

Pupils will learn to:

- 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

Pupils will learn to:

- 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.
- 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

Pupils will learn to:

- 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.



# Loreto Convent School, Gibraltar

---

## **Measures**

Pupils will learn to:

- 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**

Pupils will learn to:

- 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.

## **Statistics**

Pupils will learn to:

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



# Loreto Convent School, Gibraltar

---

## SCIENCE

### Plants

Pupils will learn to:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Pupils will work scientifically by:

- Comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser.
- Discovering how seeds are formed by observing the different stages of plant life cycles over a period of time.
- Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.
- Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

### Animals, including humans

Pupils will learn to:

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.



# Loreto Convent School, Gibraltar

---

Pupils will work scientifically by:

- Identifying and grouping animals with and without skeletons and observing and comparing their movement.
- Exploring ideas about what would happen if humans did not have skeletons.
- They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.
- They might research different food groups and how they keep us healthy and design meals based on what they find out.

## Rocks

Pupils will learn to:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Pupils will work scientifically by:

- Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.
- Using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.
- Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.
- Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.
- They can raise and answer questions about the way soils are formed.

## Light

Pupils will learn to:

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to



# Loreto Convent School, Gibraltar

---

protect their eyes.

- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

Pupils will work scientifically by:

- Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

## **Forces and magnets**

Pupils will learn to:

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Pupils will work scientifically by:

- Comparing how different things move and grouping them.
- Raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions.
- Exploring the strengths of different magnets and finding a fair way to compare them.
- Sorting materials into those that are magnetic and those that are not.
- Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.
- Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.



# Loreto Convent School, Gibraltar

---

## RELIGION

Our aim is that pupils leave Loreto Convent with a wide range of happy and rich memories in RE formed through interesting and exciting experiences driven through an engaging and comprehensive curriculum. The Religious Education within the school promotes awe, wonder, reverence and spirituality within every child. It is based on knowledge and understanding of the Catholic faith, enabling them to develop a living and personal faith in Jesus Christ and allows them to know and love God.

Pupils will develop an awareness of God's presence in their lives and the lives of others, developing the spiritual life of each child through prayer and reflection. Pupils will be prepared for life in a multi faith society by fostering respect for and understanding of rich cultural diversity.

Pupils in Year 3 are prepared for two Holy Sacraments; Reconciliation and First Holy Communion.

### Learning about Religion

Pupils will gain **knowledge and understanding** of:

- Beliefs, teachings and sources.
- Celebration and ritual.
- Social and moral practices and way of life.

### Learning from Religion

Pupils will develop the ability to **reflect on meaning** by:

- Engagement with own and others' beliefs and values, *and*
- Engagement with questions of meaning and purpose.

Pupils in Year 3 follow the scheme 'The Way, the Truth and the Life.'

Modules studied:

1. The Christian Family.
2. Mary, Mother of God.



# Loreto Convent School, Gibraltar

---

3. Sacrament of Reconciliation.
4. Celebrating the Mass.
5. Celebrating Easter and Pentecost.
6. Being a Christian.

Pupils listen to and read Bible stories and understand how people's lives were changed by their encounters with Jesus.

## HISTORY

### Knowledge and Understanding

Pupils will:

- Gain a coherent chronological *knowledge and understanding* of Britain's past and that of the wider world.
- Gain and deploy a historically grounded understanding of abstract terms.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- Learn about The Roman Empire and its impact on Britain.
- Learn about Britain's settlement by Anglo-Saxons and Scots.
- Learn about The Viking and Anglo-Saxon struggle for the Kingdom of England.

### Historical Skills

Pupils will:

- Develop their *historical skills* to be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.



# Loreto Convent School, Gibraltar

---

## GEOGRAPHY

### Knowledge and Understanding

Pupils will:

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe.
- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Describe and understand key aspects of:
  - Physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes, and the water cycle.
  - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Topics covered:

- Plants of the world.
- Volcanoes.
- Our local area.

### Geographical skills

Pupils will:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use symbols and keys to build their knowledge of the United Kingdom and the wider world.
- Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technology.



# Loreto Convent School, Gibraltar

---

## PHYSICAL EDUCATION

Our high-quality physical education curriculum inspires **all** pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities which help build character and embed values such as fairness and respect.

Pupils in Year 3 will be given the opportunity to apply and develop a broader range of skills, building on from those taught throughout Key Stage 1 and 2. Pupils will also be given further opportunities to compare their performances with previous ones and learn how to improve to achieve their personal best.

Pupils will be covering the following key skills that are continuously built on throughout Key Stage 2:

### **Fundamental movement skills:**

- Pupils will be taught how to run, jump, throw and catch in isolation and in combination across a range of sports [for example basketball, netball, cricket, rounders, gymnastics and athletics].
- Pupils will be given opportunities to develop their flexibility, strength, technique, control and balance across a range of activities [for example gymnastics and athletics].

### **Games skills and basic tactics:**

- Pupils will be taught how to play competitive and modified games [for example, badminton, basketball, cricket, football, hockey, netball and rounders], and learn how to apply basic principles suitable for attacking and defending.

### **Teamwork skills:**

- Pupils will be taught how to communicate, collaborate and compete with and against each other.



# Loreto Convent School, Gibraltar

---

## COMPUTING

Pupils work through a series of teacher led lessons, including the use of software applications allowing the pupils to understand and apply skills.

### ICT:

- Pupils are taught how to combine text and graphics to communicate information.
- Pupils will be taught how to create and organise sounds.
- Pupils will select and use a database and graphical representation to classify and present information.

### Computer Science:

- Pupils will explore the effects of changing variables in simulations. Pupils explore how block coding
- Pupils gather, exchange and develop information understanding the importance of developing information using e-mail.

### Digital Literacy:

- Pupils use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.

## MUSIC

### Listening

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.



# Loreto Convent School, Gibraltar

---

## **Singing**

Pupils will learn to:

- Sing a wide range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

## **Improvising & Composing**

Pupils will learn to:

- Become more skilled in improvising. Inventing short 'on the spot' responses using a limited note range.
- Structure musical ideas to create music that has a beginning, middle and end.
- Pupils should compose in response to different stimuli.
- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.
- Compose song accompaniments on unturned percussion using known rhythms and note values.

## **Performing**

Pupils will learn to:

- Develop skills in playing tuned percussion or a melodic instrument.
- Play and perform melodies following staff notation using a small range as a whole class or in small groups.
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes.
- Individually copy stepwise melodic phrases with accuracy at different speeds.



# Loreto Convent School, Gibraltar

---

## Reading notation

Pupils will learn to:

- Introduce the stave, lines and spaces, and clef.
- Introduce and understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

## **SPANISH**

Pupils work from the Mira 1 and Lengua (Anaya) Schemes. Each unit will cover the following key skills:

- Listening.
- Speaking.
- Reading (Native speakers only).
- Writing (Native speakers only).

There are four Spanish sets:

1. Beginners.
2. Intermediate.
3. Advanced.
4. Native Speakers.

Pupils will be taught grammar, vocabulary, spellings, and comprehension skills. These will be based on the different topics covered throughout the book which will enable them to communicate in everyday situations.



# Loreto Convent School, Gibraltar

---

## ART AND DESIGN

Pupils will learn to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Pupils will learn about great artists, architects and designers in history.