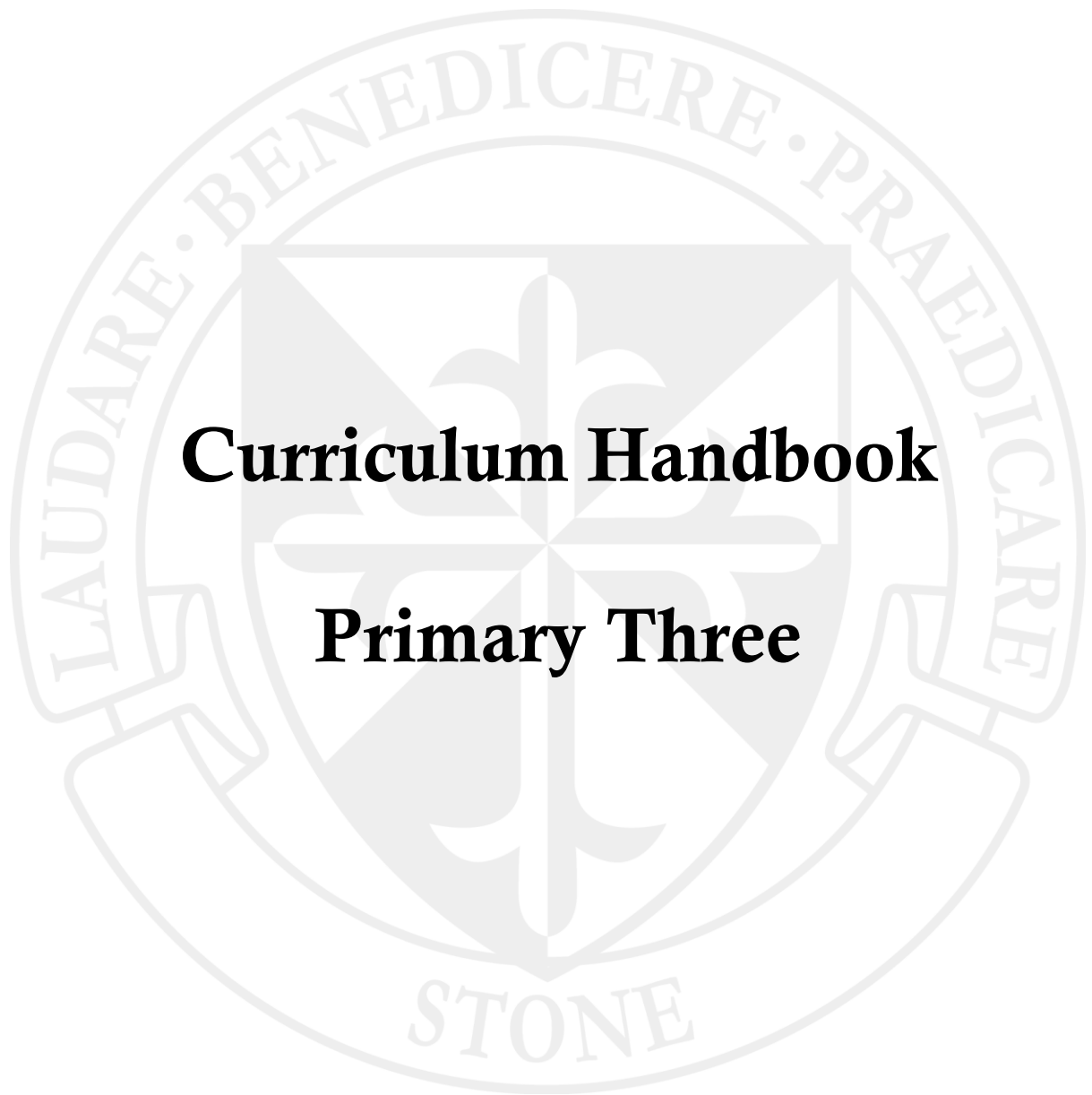


# **ST. DOMINIC'S PRIORY SCHOOL**

**Curriculum Handbook**

**Primary Three**



## **PRIMARY 3**

### **ART AND DESIGN**

#### **3 one hour lessons per fortnight**

The curriculum area of Art & Design Technology will be taught in three one hour periods per fortnight. The main areas of focus are investigating and making, and developing knowledge and understanding.

#### **Skills:-**

- To work individually and in groups
- To explore a variety of skills and techniques using a range of media
- Use materials, tools and techniques
- Be aware of health and safety
- Use secondary sources
- Use ICT to research and record work

#### **Themes:-**

To link with our studies across the curriculum, some lessons will come under the umbrella of three main topics: 'Prehistory', 'Europe' in the Spring Term and 'Egypt' in the Summer Term.

ICT links: Websites on the Internet and use of the Interactive Whiteboard.

#### **Parental support:-**

- To practise cutting, measuring and sewing skills
- To encourage the collection of patterns and designs that are aesthetically pleasing
- To visit museums and art galleries to develop interests further

## **PRIMARY 3**

### **DANCE**

#### **1 hour lesson per fortnight**

The focus of the dance curriculum is on developing the students' ability to compose, perform and appreciate dance as well as to further their knowledge and understanding of health and fitness.

During the course of the year students will learn new skills in a variety of dance styles such as: musical theatre, Indian dance and modern/disco dance. Within these styles, students will learn new terminology and technique to help them with their understanding of how dance is performed. They will develop their knowledge further by learning about the history and origins of the styles and their importance within certain cultures.

Students will explore techniques and devices within choreography. A set theme or stimulus will be provided and students will work in pairs or small groups to produce short movement phrases, which will be developed in a variety of ways.

At the end of each term students will present their work, where they will be assessed either on their performance, choreography or appreciation skills. Students continually learn new skills in appreciation, when they have the chance to observe and give feedback to other pairs and groups in their class. The use of ICT in dance helps students to evaluate their own and others dance work in order for them to improve and achieve individual targets set for them.

Students are provided with extra curricular activities, workshops and performance opportunities throughout the year where they can develop their technique and skills further in various styles of dance, these include:

- Junior Dance club
- Holiday workshops
- Musical Production
- Performing Arts Evening
- Junior Dance Curriculum Performance

## **PRIMARY 3**

### **DRAMA**

#### **Linked to Literacy Curriculum**

Drama and dramatic play are encouraged throughout the St Dominic's Priory School curriculum and in extra-curricular time. As a statutory requirement of the National Curriculum for English as part of the 'speaking and listening' strand, students constantly participate in a wide range of drama activities, ensuring that they:

- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles when working individually and with others
- comment constructively on drama they have watched or in which they have taken part
- Learn to develop thinking skills by exploring characterisation
- Learn to adopt, develop and sustain a role
- Work in pairs and small groups to complete a task
- Evaluate how well they have done and how they can improve
- Evaluate the performance of others and give constructive feedback that will enable their peers to improve their own performances

## **PRIMARY 3**

### **FRENCH**

**Two one hour lessons per fortnight**

**Course: La Jolie Ronde  
Salut Céline et Antoine (for 7-8 year olds)**

With this course oral and aural skills are still given priority, but their workbook now encourages them to begin reading and writing in French.

Pupils learn through listening and repeating, songs, games, rhymes, stories, role plays and reading short phrases and stories.

**The aims are:**

To develop their ability to listen attentively

To develop their confidence in speaking French

To develop their concentration skills

To develop social and communication skills

To enjoy language learning

To use French creatively and to promote independence

To begin to understand written French and to write simple phrases.

Throughout the year they will learn to use phrases covered by the following topics:

**Food, shopping, setting the table, cutlery furniture, clothes, parts of the body months of the year, numbers, sport and colours.**

You can help by encouraging your child to practise what they have learnt at school, especially rhymes and songs. Talk to your child about France and encourage them to take an interest in French culture.

## **PRIMARY 3**

### **HUMANITIES- GEOGRAPHY/HISTORY**

#### **Two 1 hour lessons per week**

During Key Stage 2 pupils learn about the world around us, both in the past and the present. The subject will encourage the development of geography and history skills, vocabulary, knowledge and understanding about people, places and environments.

Skills include:

- Observing, questioning, collecting and recording evidence; analysing & communicating results
- Using geographical and historical vocabulary
- Using atlases and aerial photographs to develop fieldwork and map-reading skills
- Read and make maps and plans
- Using secondary sources and ICT to research and record work, resources on the Interactive whiteboard and the Internet

They will also learn that the past can be represented and interpreted in different ways. This could include pictures, plays, films, reconstructions, visits, videos/DVD, museum displays, fictional and non-fictional account.

#### **Our main areas of focus are:**

##### **Stone Age to Iron Age**

What is pre-history?

Hunter-gatherers.

Stone Age tools.

Making Bronze

Bronze age culture

Bronze Age farming

Making Iron

Hill forts

Settlements

Iron Age Worship

##### **Europe**

Locating some key countries in Europe

Naming Capital cities and interesting facts.

Locating Geographical features of Europe such as mountains and rivers

Looking at European Coasts

Compass points

Ordnance survey maps and map reading.

## Longitude and Latitude

### **Ancient Egyptians**

Where is Egyptian? Map work

Ancient Egyptian timeline

The River Nile and its importance for agriculture and daily life, the annual Inundation

The hierarchy of society – pharaohs and farmers, etc

Daily life – food, homes, clothes

Royal burials – pyramids and the Valley of the Kings, mummification

The development of hieroglyphs and the importance of writing as historical evidence; the Rosetta Stone

Religion and beliefs – the Sun god as the basis for the religion, other gods, the afterlife

Ancient Egyptian building techniques and styles

## **PRIMARY 3 PRIMARY 3**

### **COMPUTING**

1 one hour lesson per fortnight, plus lessons in the computer room which will be linked to other areas of the curriculum in which they will develop their ICT skills.

During Key Stage 2 pupils use a wider range of tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate to their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Pupils will focus on extending their skills in Microsoft Word and using the Internet for both research and communications in school this year. They will be reminded on how to behave when using the ICT facilities, in order to ensure their own health and safety and that of those around them. They will have basic instruction on how to file their work in an organised way using the software, a very important skill and they will build up a file of work during the year in line with the items below.

Internet safety is a vital part of the computing curriculum. We provide children with the knowledge of how to behave responsibly when using the internet, both at home and at school across a range of devices.

We believe that sound basic ICT skills are essential in the world of work today and good practice should start as young as possible. The ICT lessons are aimed to accomplish this by enabling pupils to use industry standard software packages in an effective way. The pupils will also have the opportunity to apply their knowledge and skills in other areas of the curriculum throughout the academic year.

During the course of the year Primary 3 will study;

- Word processing
- Presentation media
- Algorithms
- Desktop publishing
- Scratch programming
- Web research

Each half term the children revisit internet safety.



## **PRIMARY 3**

### **LITERACY**

#### **10 one-hour lessons per fortnight**

In Literacy lessons, a variety of teaching and learning styles are used. The principal aim is to develop your child's knowledge, skills, and understanding in English. This is done through a daily lesson that has a high proportion of whole class and individual teaching. There is also a daily session dedicated to the teaching of phonics linked to spellings.

The children have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, word games and phonic materials to support their learning.

Wherever possible we encourage children to use and apply their learning in Literacy to other areas of the curriculum.

ICT is a major contributor to the teaching of English. Through the development of keyboard skills, and the use of computers, the children will learn how to edit and revise text. They learn how to improve the presentation of their work, by using desk-top publishing software.

The range of work covered in Language and Literacy is as follows:

#### **TERM 1**

##### **Range**

Adventure stories and poetry: Stories and a variety of poems with familiar settings.

Non-Fiction: Historical and Geographical fact sheets.

Handwriting

Phonics, spelling and vocabulary

Grammar and punctuation

Reading comprehension

Writing composition

#### **TERM 2**

##### **Range**

Fiction and poetry: Fables and recounts

Non-Fiction: dictionaries, glossaries, indexes and other alphabetically ordered texts, reading and understanding explanations.

Handwriting  
Phonics, spelling and vocabulary  
Grammar and punctuation  
Reading comprehension. Writing composition

### **TERM 3**

#### **Range**

Fiction and Poetry: Non-chronological reports and newspaper articles.  
Non-Fiction: Information books including non-chronological reports.  
Handwriting  
Phonics, spelling and vocabulary  
Grammar and punctuation  
Reading comprehension  
Writing composition

#### **Parental support: -**

- Read every day with your child
- Ask them to talk about the story or retell it. This will develop comprehension skills
- Practise spellings regularly with your child.

## **PRIMARY 3**

### **MUSIC**

#### **3 one hour lessons per fortnight**

Music is a subject where the pupils can feel a sense of achievement. They can provide enjoyment for others and themselves. It is both relaxing and stimulating and helps develop reading skills, memory, recognition of patterns, co-ordination, interpretation and knowledge, teamwork and independence as well as a life-long enjoyment. Pupils' understanding of music is developed through activities that bring together Performing, Composing, Listening and Appreciation. Pupils perform solo/small groups and as a whole class. They will compose on their own and in small groups. They will be taught to play and sing a range of music and will listen to a variety of music to develop their knowledge of different styles, places and contexts.

#### **Singing**

- A wide range of songs in unison
- Begin to develop those skills required for part-singing and extend their aural vocabulary

#### **Recorders**

- Learn notes and time values and play with a musical sound
- Extend repertoire

Pupils are expected to provide their own recorders, clearly named, although there are some school recorders which are always sterilised and available to those who, for one reason or another, do not have a recorder in school.

#### **Instruments**

- Use percussion instruments, tuned and untuned
- Compose short rhythms and melodies and play from written music in parts
- Learn to play together through understanding of time values and listening to each other

The Prep department has a wide range of percussion instruments both tuned and untuned.

## **Learning and Listening**

- Recognition of different instruments and of a variety of styles of music, mood and context
- We also use CDs, DVDs, videos and recording equipment, ICT Link.

## **Movement**

- Listen and move in time, responding to different rhythms
- Improvise short dances, working in small groups and performing to each other

## **Performing**

There are many opportunities during the school year for performance. These include religious celebrations (Harvest, Christmas and Easter), end of year concerts, and concerts during the school year, assemblies and school productions. Informal performance is part of all music lessons, when pupils are expected to perform to each other, working in small groups and sometimes on their own. Solo work is encouraged but not obligatory.

**Instrumental lessons** are available (extra cost – bills sent by individual visiting teachers). These lessons are arranged to be before the school day, during breaktimes, lunchtimes and after school if possible. However, due to the large number of girls playing instruments, some lessons do occur during the academic timetable. Where this happens it is either on a rota system or during Art, Music or PE lessons. Girls are expected to catch up on any missed work.

## **How You Can Help**

By taking an interest in the subject and encourage your child to do so. Check on homework and instrument practice.

## **PRIMARY 3**

### **NUMERACY**

#### **10 1-hour lessons per fortnight**

We use the Abacus Scheme throughout Key Stage 1 and 2

- Daily numeracy lesson.
- Interactive oral work with whole class
- Emphasis on mental and written calculation

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

The yearly teaching programme is taught through strands which encompass the following concepts:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas.
- add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- 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.
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- 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

- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to  $m$  objects.
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators  
recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- 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
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- interpret and present data using bar charts, pictograms and tables
- 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.

## **PRIMARY 3**

### **PHYSICAL EDUCATION**

**Four 1 hour lessons per fortnight**

#### **GAMES**

To play small-sided invasion, striking/fielding and net/wall games.

**Invasion** 1 v 1; 2 v 1; 3 v 1; 2 v 2 etc

Using a variety of goal type, practise scoring (attacking the target) and defending (the target and the opposition)

Practise related skills of sending the ball, receiving and travelling with a ball.

#### **Striking/Fielding**

Using a variety of line and point scoring games, practise scoring points or runs (batters sending the ball away from fielders into spaces) and defending (fielders closing down the spaces and working together to stop batters scoring).

Practise the related skills of striking the ball (hand, small bat, racket); catching and retrieving the ball (e.g. two handed catches from throws and strikes, running to chase and stop a ball); sending a ball (e.g. throwing a ball underarm, overarm, co-operative underarm bowling).

#### **Net/wall**

Using small divided court areas, practise scoring points (by placing the ball into spaces away from the opponent) and defending own court (by recovering to a back, central position after a shot).

Practise the related skill of hitting the ball using the one or two hands and from both sides of the body.

Develop individual ball/racket activities to promote control, hand-eye co-ordination and mobility.

- To develop an understanding of how to attack and defend a target in the above games
- To throw and catch with control to keep possession and score 'goals'
- To work both competitively and cooperatively

- Experience in working co-operatively and competitively
- To develop fielding skills and throw with increasing accuracy and co-ordination
- To develop striking skills along the ground and in the air
- Games for throwing and striking a ball with hands, feet and apparatus
- Small games and activities to encourage maximum activity and experiencing all roles
- Development of mobility and spatial awareness
- An awareness of the changes that occur to the body during exercise

## **ATHLETICS**

Further development and refinement of the skills of running, jumping and throwing

### **Running**

Short distances  
 Longer distances  
 Flat/low hurdling  
 Shuttles  
 Relays

### **Jumping**

Standing long jumps  
 Co-ordinated jumps using variations  
 Step and jump  
 Short run and jump

### **Throwing: for accuracy**

Large target  
 Small target  
 Throwing close to the target  
 Throwing from further away

### **Throwing: for distance**

One-handed, underarm, overarm  
 Two handed, overhead

To develop measuring and timing skills  
 ESAA Indoor Athletics Key Stage 2 activities  
 Mini competitions, team events

## **GYMNASTICS**

- To further develop basic gymnastic actions
- To consolidate and improve the quality of their actions, body shapes, and balances,



- and their ability to link phrases of movement
- To explore combinations of floor, mat and apparatus, and find different ways of using shape, balance or travel
  - Show control, accuracy, and fluency of movement
  - To devise and perform a gym sequence with clear beginning, middle and end
  - To include different levels, speeds or directions
  - Explain performance differences, commenting on quality and how to improve
  - Jumping, balancing, transferring weight, rolling, turning, weight on hands

### **OUTDOOR AND ADVENTUROUS ACTIVITIES**

- To follow simple routes and trails, orientating themselves successfully
- To solve simple challenges and problems successfully

## PRIMARY 3

### PSHE

#### PERSONAL SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Half an hour session a week

We follow the PSHE Association guidelines and focuses. These are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the wider world

The resource has been designed to develop children's social and emotional skills.

In Primary Three we focus on the key questions listed below

**Autumn 1<sup>st</sup> Half Term** – When can medicines be dangerous?

**Autumn 2<sup>nd</sup> Half Term** – What would life be like without friends?

**Spring 1<sup>st</sup> Half Term** – What are feelings?

**Spring 2<sup>nd</sup> Half Term** – What does responsibility mean to me?

**Summer 1<sup>st</sup> Half Term** – How can my small change make a big difference?

**Summer 2<sup>nd</sup> Half Term** – What would you spend £100 on?

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.

## **PRIMARY 3**

### **RELIGIOUS EDUCATION**

#### **Four 1-hour lessons per fortnight**

Our Catholic ethos and values are manifest throughout the school and have their origins in the educational work begun by the Dominican Sisters of Stone in 1856. The Catholic faith lies at the heart of our foundation and is essential to the character of the school.

#### **RE Lessons**

Lessons include:

- prayer, discussion, written work, drama, singing, hymn practice and illustration.
- looking at other world religions celebrations and replica religious artefacts.
- building up our knowledge of the Bible and Bible references.

The work undertaken in Primary 3 uses the **Curriculum Strategy for Religious Education– “Come and See”**

The topics for the year are as follows:

#### **Autumn Term**

**Domestic Church – Homes** God’s dream for every family.

**Baptism/Confirmation – Promises** Promises made at Baptism

**Local Church – Journeys** Christian Family’s journey with Jesus

**Advent/Christmas – Visitors** Waiting for the coming of Jesus

#### **Spring Term**

**Eucharist – Listening and Sharing** Jesus gives himself to us in a special way.

**Reconciliation – Choices** The importance of examination of conscience.

**Lent/Easter – Giving All** A time to remember Jesus’ total giving.

#### **Summer Term**

**Pentecost – Energy** Gifts of the Holy Spirit

**Universal Church – Special Places** Holy places for Jesus and the Christian

**Other Religions-** Including Judaism, Islam, Hinduism and Sikhism.

## **PRIMARY 3**

### **SCIENCE**

#### **4 1 hour lessons per fortnight**

Science stimulates children's curiosity about the world around them. It also satisfies their curiosity with knowledge. "The study of science teaches us how to be good at analysis. It trains our minds in a way that industry prizes...." (Brendan O'Neill, CEO Imperial Chemical Industries PLC)

Our main areas of focus will follow the four strands of the National Curriculum:

- Investigative techniques and scientific enquiry
- Life processes and living things
- Physical processes
- Materials and their properties

Science is a practical subject and essentially skills-based. The children will be encouraged to plan investigations, make predictions, consider variables, conduct a fair test, measure and record results and draw conclusions.

The programme of study is linked to the National Curriculum and divided into six topics which will each be approximately a half-term in duration:

#### **Teeth and Eating**

#### **Magnets and Springs**

#### **Characteristics of Materials**

#### **Helping Plants Grow Well**

#### **Light and Shadows**

#### **Rocks and Soil**

#### **Teeth and Eating**

- Introduction
- Types of food – the main food groups
- Eating for health and comparing the diets of a variety of animals; what do our pets eat?
- Teeth. What types of teeth are there? Looking after our teeth
- Losing milk teeth
- How the teeth of carnivores and herbivores differ

## **Magnets and Springs**

- Introduction
- Exploring magnets; north and south poles; attracting and repelling
- Finding magnetic materials
- Uses of magnets
- Uses of springs
- Compressing and stretching springs
- Testing elastic bands

## **Characteristics of materials**

- Introduction
- Finding useful materials
- Properties of materials
- Choosing materials for a purpose
- Testing and describing properties of materials – opaque/transparent, hard/soft, flexible/rigid, elastic/plastic, etc
- Testing absorbency
- Testing stretchiness

## **Helping plants grow well**

- Introduction
- Plants for food – the necessity for eating plants, their nutritional value
- Growing plants – what do they need to be healthy?
- Roots – their functions and the way they grow in different soil types
- Leaves and stems
- Water and plants
- Plants and light - plants make their own food

## **Light and Shadows**

- Introduction
- What is a shadow? Making shadows – changing their size and position
- Sunlight and shadows - how shadows change through the day
- Where does the sun rise and set?
- Observing the position of the sun
- Showing how the earth spins – the apparent movement of the Sun throughout the day
- Sundials

## **Rocks and soil**

- Looking at rocks
- Grouping rocks – sedimentary, igneous and metamorphic
- Erosion and permeability
- Rock is everywhere; using rocks
- Different types of soil
- Looking at soil samples
- Testing and measuring the permeability of soil

### **Cross Curricular Links**

Some lessons will take place in the computer room where the children will have opportunity to conduct their own Internet research and to use games and simulations to extend their understanding. Maths skills are put to practical use throughout the year as pupils learn to present and interpret data from a variety of tables and graphs. Science also links to Literacy as pupils learn to communicate their knowledge verbally and in writing.