

Primary 3
Curriculum Overview
Literacy
Mathematics
World Around Us

Literacy Term 1

- Sentence structure. Demarcate sentences by using capital letters and full stops independently in writing.
- Begin to proofread independent writing to check for capital letters and full stops.
- Know in reading to pause at a full stop.
- Begin to join shorter sentences using simple connectives- and, but and because.
- Explore rhyming words through poetry.
- Identify common nouns as 'naming words'.
- Begin to collect and classify examples of common nouns.
- Explore and identify adjectives as 'describing words' linked to work on nouns 'naming words' eg the blue sky, the happy baby.
- Explore verbs as 'doing words' and begin to use the simple past tense -ed endings and present tense -ing endings in writing.
- Explore simple irregular past tense eg see/saw go/went
- Use imperative verbs 'bossy doing words' linked to procedural writing eg cut, put, glue, mix...

Literacy Term 2

- Continue to expand sentences in own writing.
- Adopt a 'have a go' attitude to writing lengthier pieces.
- Identify question marks in reading.
- Use the question mark correctly.
- Focus on question words- who, what, when, why, where and how.
- Begin to turn simple statements into questions eg It is raining. Is it raining?
- Explore simple plurals by adding -s and -es.
- Use -es to make plural words ending in sh, ch, s, x and o.
- Explore alphabetical order (first letter only)

Literacy Term 3

- Identify speech marks in reading, understanding their purpose and using the term correctly.
- Continue to expand sentences in independent writing without teacher prompting.
- Continue to proofread and self-correct written work for basic punctuation such as capital letters, full stops and question marks.
- Introduce the exclamation mark in texts and give examples of when it should be used.
- Continue to read aloud with intonation and expression appropriate to grammar and punctuation (sentences, speech marks and explanation marks)
- Use commas to separate items in lists eg I went to the shop and I bought milk, bread, butter and ham.
- Explore simple synonyms (words with similar meaning eg big, large, huge, giant)
- Explore simple antonyms (opposites).

Mathematics (Number) Term 1

*It is important that the children develop automaticity with addition and subtraction facts and are confident in 10/20 before moving on to bigger numbers. This will support extended addition and subtraction of bigger numbers. $3+4=7$ $13+4=17$ $23+4=27...$ $9-6=3$ $19-6=13$ $29-6=23...$

- Revise number addition and subtraction bonds in 10.
- Mental strategies eg counting on from the bigger number $2+6=6+2$
- Revise doubles and near doubles in 20.
- Introduce simple place value to 20 (11-20) eg 11 is 1 block of 10 + 1
12 is 1 block of 10 + 2...
- Investigate adding 3 numbers within 20 and encourage mental strategies eg $7+4+3=7+3=10+4=14$ reorder the numbers for ease of calculation.
- Introduce numbers to 30 using the 30 array. Number before/after/between
- Introduce numbers to 50 using the 50 array. Lots of practical work on numbers to 50.
- Explore rows and columns in 50 array and relationship between numbers. Conceptual place value in 50. Tens and units.
- Investigate odd and even numbers practically using Numicon shapes. All even numbers end in 0, 2, 4, 6 or 8. All odd numbers end in 1, 3, 5, 7 or 9.
- Investigate extended addition and subtraction within 50.
- Use of 50 array to add/subtract 10 by jumping up and down the column.

Term 2

- Introduce the 100 square and recognition of numbers to 100.
- Investigate patterns in the rows and columns (rows + 1, columns + 10)
- Missing numbers, number before, after and between.
- Revise adding and subtracting 10 from a given number (extend to 100)
- Expand to adding and subtracting multiples of 10 eg add and subtract 10, 20, 30, 40, 50... from a given number (use of 100 square to support)
- Introduce greater than less than signs within 100 < less than > greater than. Eg $13<19$ $28>10$ extend to $13+6>20-8$
- Introduce rounding numbers to the nearest 10.

- Rounding and adjusting strategy to support mental calculation eg $+9/-9$ as near 10 eg $24+9=24+10=34-1=33$ $67-9=67-10=57+1=58$
- $+/- 11$ as near 10 eg $24+11=24+10=34+1=35$ $67-11=67-10=57-1=56$
- Expand to near multiples of 10 eg $+/- 19, 29, 39...$ as near multiple of 10.
- Expand place value of numbers within 99 eg 78 is 7 tens and 8 units.

Term 3

- Revise place value to 99 and all mental strategies covered to date.
- Language of addition and subtraction through simple word problems.
- Extended addition and subtraction in 99 eg $3+6=9$ $13+6=19$ $23+6=29$ $33+6=39$ $43+6=49$ $53+6=59$ $63+6=69...$
- Introduce horizontal mental addition in 99 eg $24+25=49$ by partitioning numbers into tens and units $20+20=40$ $4+5=9$ $40+9=49$
 $36+48=84$ $30+40=70$ $6+8=14$ $70+14=84$
- Introduce horizontal mental subtraction in 99 (not bridging the 10) eg keep first number whole and partition second number into tens and units. Subtract the tens first (linked to previous learning on subtracting multiples of 10) then the units.
 $78-53=78-50-3$ $78-50=28$ $28-3=25$
- Introduce vertical addition to 99 with and without exchange.
- Introduce vertical subtraction without exchange.

*Please note, for new learning such as horizontal and vertical addition and subtraction, there will be support notes and short seesaw tutorials going home to ensure the same mathematical language is being used at home as in school, in a bid to support parents in supporting their child.

Strategies taught to add and subtract numbers mentally (P3)

Mental addition and subtraction will take place before formal recording of vertical addition and subtraction.

- Addition
- Partition both numbers and recombine.

$$42+45=40+40+2+5$$

$$80+7=87$$

- Keep one number intact and partition the other number.

$$34+27=34+20+7$$

$$34+20=54$$

$$54+7=61$$

- Use rounding and adjusting.

$$63+19=63+20-1$$

$$63+20=83$$

$$83-1=82$$

- Subtraction

*Always keep first number intact and partition number that is being taken away.

- $82-26=82-20-6$

$$82-20=62$$

$$62-6=56$$

- Round and adjust.

$$71-19=71-20+1$$

$$71-20=51$$

$$51+1=52$$

Language of addition

sum of, altogether, total, increase, plus, add

Language of subtraction

subtract, minus, take away, difference between

World Around Us topics in P3

Term 1

- All about me (exploring similarities and differences and learning about the 5 senses)
- Houses and Homes

Term 2

- Light, dark and safety
- African Safari

Term 3

- Minibeasts
- Wild about Waste (reduce, reuse, recycle and the impact litter has on our environment and animals)