# Panaga School

## Primary Three Learning Outline


A World United in Learning

At Panaga School English and Mathematics are taught in line with frameworks from the 2014 Curriculum for England. Children are assessed at regular intervals over the year and at the end of the school year.

Learning targets for English and Mathematics specific to your child's year group can be found in later sections.

Department for Education

# The International Primary Curriculum

Art, Design Technology, Geography, History and Science and International are taught using the International Primary Curriculum (IPC). This is a comprehensive, thematic, creative curriculum with a clear process of learning and with specific learning goals for the subjects, for international mindedness and for personal learning. The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children.

Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 90 countries around the world.

Through the provision of a well-balanced curriculum the children will be encouraged to develop their academic and personal skills to their highest possible level. We aim for them to take greater responsibility for developing and driving their own learning forward. We provide them with opportunities to ask questions, to make links across the curriculum by using and applying their knowledge, skills and understanding across different subjects and to reflect on their next steps.

## The Personal Qualities

The IPC Personal Qualities underpin the individual attributes and learning dispositions we believe children will find essential in the 21st century. The personal qualities will enable children to be at ease with the continually changing context of their lives. Opportunities for the children to experience and develop these qualities are built into the learning tasks within each unit of work, they are also referenced by teachers across all other areas of the school curriculum. There are 9 IPC Personal Goals - enquiry, resilience, integrity, communication, reflection, cooperation, respect, creativity and adaptability.

## United Nations Sustainable Development Goals

The Sustainable Development Goals are a collection of seventeen interlinked objectives designed to serve as a "shared blueprint for peace and prosperity for people and the planet, now and into the future". We display the goals in the classroom and where possible make links to the learning in support of helping our children to become accountable global citizens.


## International Mindedness

The IPC is unique in defining International Learning Goals that help young children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'. Each IPC unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with local and global issues.

**Physical Education, Music, Singing, Performing Arts, Health and Well Being & Digital Education**

Children will receive separate lessons for these subject areas, some will be taught by specialist teachers. Using both the IPC and other curriculum programmes the children receive an integrated and comprehensive learning experience. Thematic links with classroom learning are exploited while separate skills teaching is also a focus.

# English Overview

## ENGLISH

Routines for English learning in Primary Two are continued into Primary Three. Phonics and reading are taught discretely while writing is taught mainly through the process of Talk for Writing. Where possible English learning is linked to other areas of the curriculum such as writing recounts of events, invitations to class events, or within the context of their IPC Unit.

### Speaking and Listening

The classroom environments are set up to be conducive to children's speaking and listening, enabling them to express their thoughts and ideas with confidence. The children have frequent opportunities to work with their peers during class, group and partner discussions. This enables the children to have the opportunity to take turns to talk, express their own opinions, ask questions and listen to others. They also have the opportunity to develop their public speaking through events such as class assemblies and as the actors in the end of year milepost play.

### Phonics

Children have daily phonics teaching following the programme set out in *Letters and Sounds*. Phonics sessions are usually 20 minutes in length and follow the set pattern of practicing; blending and segmenting for reading and writing, reading and spelling high frequency words, and applying spelling patterns in sentences. In P3 the focus is teaching Phase 6 (common prefixes and suffixes, endings related to different tenses) as well as consolidating alternative spellings from Phase 5. By the end of P3 children should be confidently approaching spelling multisyllabic words using correct representations of familiar sounds. They should be spelling, accurately, most high frequency words from the P1-P3 word lists. For homework, all children are sent home weekly spellings to learn related to the phonic patterns being studied in class.

### Reading

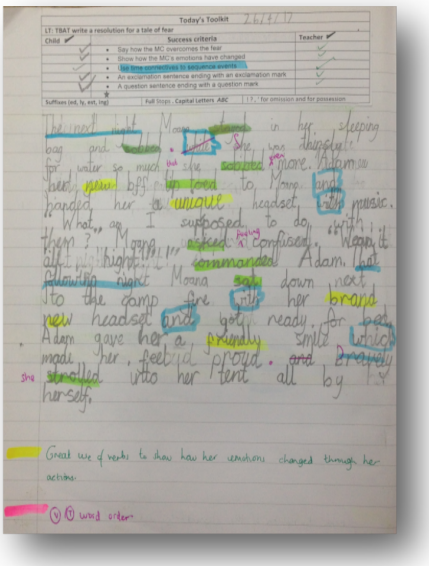
By the start of P3 most children will be reading confidently and able to decode multisyllabic words. children have four Guided Reading lessons of 20 minutes, once a week reading with the teacher and once with the Learning Support Assistant. The focus of reading moves more to knowledge of unfamiliar vocabulary, comprehension, and understanding how simple fiction and non fiction texts are organized. P3 children visit the library once a week to choose their own books, these still may be books they prefer being read to them. P3 children are expected to read each evening with a parent for around 20 minutes. To support home reading we have a range of reading schemes and books to help develop reading fluency and understanding. As children progress through reading beyond simple stories parents can support them by focusing on unfamiliar vocabulary and discussions related to empathy and inference. Home reading books are changed once parents have signed the home communication book to notify the class teacher a book is completed.

### Handwriting

Joined handwriting will be introduced during the course of the year through the Penpals scheme. children will be encouraged to develop a neat handwriting style that they will use consistently in all forms of written work. Children are expected to write correctly formed letters with ascenders and descenders accurately placed and sized, they may start to join some of their letters within words. Presentation of work will also be emphasised and developed throughout the year.

### Writing

Writing is mainly taught using the Talk for Writing approach. This empowers the children to imitate and innovate given text structures and genres within their own writing through planning, drafting and editing. Pupils will be working with a range of non-fiction texts and narrative genres including; journey tales, wish tales, defeat the monster and warning tales.



Writing focuses on developing longer narratives with children using connectives to extend their ideas through sentences. Children are also to make writing more engaging for the reader through starting sentences in a variety of ways and correctly using a range of punctuation including commas in a list, questions marks and exclamation marks.

By the end of the year most children will be writing narratives about an A4 page in length.

# P3 English Objectives

## Learning targets in Primary 3

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

> Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Primary 3 focuses include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

## Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of P3
- Blend letter sounds, including alternative patterns, e.g. recognising ‘ue’ as the ‘oo’ sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as –ing and –less
- Read words which don’t follow phonetic patterns, such as ‘one’ and ‘who’
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story
- Read between the lines, using clues from the text to discuss feelings and actions
- Having read a text, can find answers to questions both written and oral
- Demonstrate how to use the features of non fiction texts
- Read to punctuation

**Parent Tip**

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Children will be expected to read aloud books which are appropriate for their reading ability. During P3 their increasing knowledge of decoding should allow them to read a wide range of children’s books.

## Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as ‘the boy’s football’
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as ‘and’, ‘but’, ‘if’ or ‘because’
- Sustain writing a narrative/non narrative for at least a side of A4 paper in length
- Uses adjectives and descriptive phrases to add detail
- Makes writing lively and interesting through using a range of punctuation, description and different sentence openers

Homophones are words which sound the same, such as ‘blue’ and ‘blew’, or ‘one’ and ‘won’

# Mathematics Overview

## A Mastery Curriculum

The principal focus of our Mathematics learning is to develop a mastery approach. The emphasis is upon depth of understanding across learning. Challenge is provided by going deeper within a concept rather than moving on to new mathematical content. We use the White Rose Mathematics Program to support the planning and assessment of learning.

### We aim that our children gain:

- Deep and sustainable learning
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding

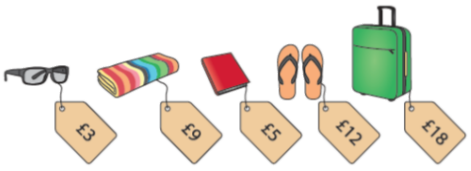
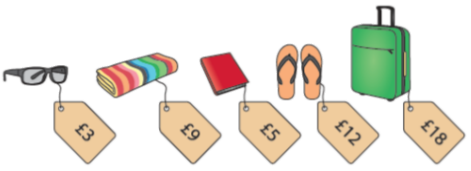
### What you will typically see:

- The large majority of our pupils progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.
- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention so that all pupils keep up.
- Teachers will use the concrete, pictorial and abstract approach (CPA) to ensure that procedural and conceptual understanding are developed simultaneously.

### Areas of Study

| | | |
|---|---|---|
| Number and Place Value | Addition and Subtraction<br>Multiplication and Division | Fractions |
| Geometry | Measures | Statistics |

The following is an example of depth of number knowledge appropriate within Primary 3. Where children are expected to be able to recall simple number facts fluently in order to be able to apply them in different ways.

| Mastery | Mastery with Greater Depth |
|---|---|
| Sid says, ' I have bought 2 items for my holiday.<br>One item cost £9 more than the other.'<br>What might Sid have bought?<br>The _____ and the _____.<br>  <br> | Sid says, ' I have bought 2 items for my holiday.<br>One item cost £9 more than the other. I spent over £15.'<br>What two items did Sid buy?<br>The _____ and the _____.<br>  <br><br>Make up your own problems using the holiday items. |

# P3 Mathematics Objectives

## Mathematics in Primary 3

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to and within 20. Practising these skills frequently will help children's mathematical thinking throughout school.

### Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100, in numerals and words
- Count in tens from any number, forwards and backwards
- Count in 2s, 3s and 5s, forwards and backwards
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. 5 + 9 = 14, rather than having to count on to find the answer.

### Calculations

- Recall number bonds up to 20, fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the x and ÷ symbols

### Fractions

- Find ¼, $^{2}/_{4}$, ¾ of an object or set of objects
- Find the answer to simple fraction problems, such as finding ½ of 6
- Describe movements, including quarter turns

**Parent Tip**

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the newsagent, or measuring themselves and others, is a great way to start exploring number relationships.

### Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence
- Tell the time to the nearest five minutes on an analogue clock, including quarter past and quarter to the hour
- Know the number of minutes in an hour and  number of hours in a day

### Geometry

- Identify the number of sides and a line of symmetry on 2D shapes
- Identify the number of faces, edges and vertices on 3D shapes
- Identify 2D shapes on the faces of 3D shapes
- Use mathematical language to describe position and direction, including rotations and turns

### Statistics

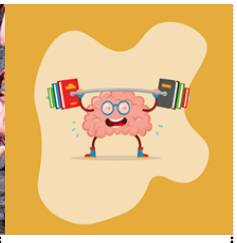
- Construct and understand simple graphs such as bar charts and pictograms
- Interpret data from simple pictograms, tally charts, block diagrams and simple tables
- Ask and answer questions about totalling and comparing categorical data

# International Primary Curriculum

## IPC in Primary 3





| We Are What we Eat | A Day in the Life | The Stories People Tell | It's Shocking | Live and Let Live | Brainwave - Metacognition |
|---|---|---|---|---|---|

### We Are What we Eat

In We Are What We Eat, we will be learning about the vital role of food in sustaining human life, as well as its importance in history and culture throughout the world. As scientists and nutritionists, we will be studying the different types and amounts of food our bodies need so that we can plan healthier diets and enjoy healthier lives.

### A Day in the Life

We will be learning about many exciting jobs from different places and time periods in order to create our own imaginary community. We will need to be historians, geographers, musicians, designers and citizens of the world! What job would you like to do when you grow up?

### The Stories People Tell

In The Stories People Tell, we will be learning about how we can become better storytellers by studying great tales from the past, such as myths and legends. In order to do this, we will need to take on the role of historians, geographers and artists.
What story would you like to share with others – and how would you do it?

### It's Shocking

In It's Shocking, we will be learning all about electricity and the things that we use it for on a daily basis, ranging from lights and computers to mobile phones and cars. As scientists, we will be investigating the unique features of static and current electricity and the reasons why they are so important in the modern world. How would our lives be different without electricity? Let's find out!

### Live and Let Live

In Live and Let Live, we will be learning about living things and what they need in order to survive. How do we know what living things need? How do you know that you are alive, but a stone has never been alive? To find out the answers to these questions, we will need to be scientists, geographers and ecologists.

### Brainwave - Metacognition

Do you remember learning about the brain? We are going to find out more about how our brain and memory work to help us learn. This three week unit is all about metacognition! It will help us with all our future learning and actually make us better learners!

# International Primary Curriculum

## IPC Key learning Goals

Students will focus on learning targets in the following areas:

| History | Geography | Technology |
|---|---|---|
| Art | International | Science |

Students are assessed against the following learning goals as part of their learning:

**Science**
- Be able to suggest independent variables to test in a guided investigation
- Be able to make predictions
- Be able to use the senses safely to make observations
- Be able to compare results with predictions
- Be able to describe the method and results
- Be able to suggest improvements to investigations

**Art**
- Be able to create an original artwork to serve a given purpose using given media
- Be able to select materials and techniques when creating and give reasons for their choices
- Be able to comment on works of art

**History**
- Be able to select and record relevant information about the past
- Be able to order events and objects chronologically
- Be able to suggest reasons for change
- Be able to identify results/ consequences of historical events

**Technology**
- Be able to explore ways of constructing parts of a design
- Be able to produce a final design proposal
- Be able to list materials and tools needed for production
- Be able to compare their design and product explaining any differences

**International**
- Be able to identify similarities and differences between the lives of children from different countries
- Be able to articulate how they should be making a contribution to positive change

**Geography**
- Be able to describe geographical features of the host country
- Be able to justify views and opinions about the local environment
- Be able to identify features of familiar places on a map and/or plan, including globes and digital maps
- Be able to use secondary sources to obtain simple geographical information
- Be able to sort, group and classify data

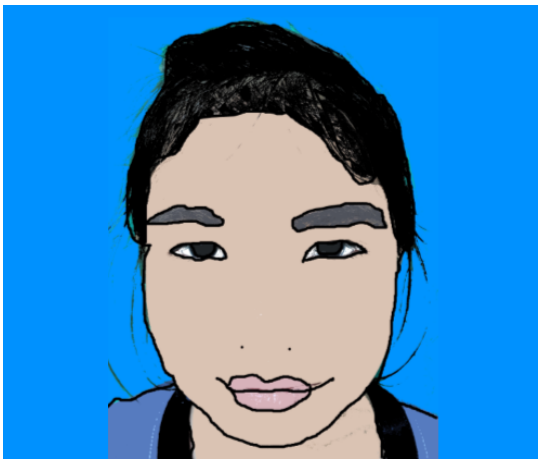
# Specialist Subject Areas

## Physical Education & Swimming

During P3 the children will learn a wide range of games skills using a variety of equipment. They will be introduced to team games and will learn to apply the associated skills such as dodging, chasing, throwing, catching, striking and spacing. Good team spirit and sportsmanship will be encouraged throughout. Within PE, skills are taught around the following areas: invasion games, net and wall games, athletic activities, striking and fielding, dance, and gymnastics. Students learn the fundamentals of movement, spatial awareness, catching and throwing, and creativity. Students are also encouraged to appreciate, evaluate and give feedback to others.

The children will continue to have their once weekly 30 minute swimming lesson, taught at the Panaga Club pool by specialist swimming teachers.

## Digital Education



In P3 the children will be taught to understand what algorithms are; how they are implemented as programmes on digital devices and that programmes execute by following precise and unambiguous instructions. They will create and debug simple programmes and use logical reasoning to predict the behaviour of these programmes. Children will use technology purposefully to create, organise, store, manipulate and retrieve digital content. will also learn to use technology safely and respectfully, keeping personal information private and identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

## Music

Music in P3 includes activities such as singing, rhythm work, percussion accompaniment and creative group composition. children will also have the opportunity to listen to a range of recorded music and describe the features of the music using musical vocabulary. As the year progresses the children will begin looking at the basics of notation and music theory.

Throughout the year children will learn to sing more complex songs from a range of cultures. They will explore composition in more detail and begin to record their music in a variety of ways, such as on a graphic score and through traditional notation.

# Performing Arts

Students will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of **drama**.

# Year Group Singing

The **national curriculum** for music aims to ensure that all pupils: use their voices expressively and creatively by **singing** songs and speaking chants.

# You Can Do It

The You Can Do It (YCDI) Education Program for children is a whole school approach to social and emotional learning. The units we will cover in P3 are; Achievement, Relationships, Wellbeing and Social-Emotional Blockers.

You Can Do It! Education