

# CURRICULUM OVERVIEW YEAR 3 Spring

## WELCOME TO YEAR 3

The children will organise themselves independently. They will need to make sure that any letters for the office go in the 'office box'.

Children should be reading their 'home' reading books every evening for about 10-15 minutes every day.

If your child has read at home and needs to change their book please remind them to put it in the book changing box when they arrive in class. The reading record books will be checked in each day and signed weekly by the class teacher.

The children will take part in a weekly guided reading session. This session is for the teaching of specific reading skills, by the Class teacher.

Home learning will support learning and will be sent home every Friday to be returned every Tuesday. Please support your child but encourage them to be as independent as possible.

Topic based home learning will be sent home when necessary and a deadline will be set for return.

We will be making cross-curricular links between the subject areas to enhance learning and skills. Please feel free to extend their learning through research at home, through books, discussion and observation. We are always interested in hearing about what they have found out.

## SCIENCE

**Observing changes over time, group and classify information, carry out simple testing, report on the findings and draw conclusions from the results**

Investigate how trees / shrubs and plants transport water

What do animals eat?  
What do humans eat?  
Nutrition and its effect on the body  
Healthy eating

Skeletons and movement  
Protection  
Classifying animal skeletons

## ENGLISH

### Newspaper articles

Recounts real and imaginary  
Appropriate tenses  
Time connectives  
Alliteration

### Explanation text

Giving instructions including writing a recipe  
Sequencing and order  
Complex sentences and use of adverbs

### Information booklets

Distinguishing between fact and opinion  
Features of non chronological reports  
Plan headings and sub headings

### Plays

Read and perform plays with expression and action  
Identify difference between dialogue, and stage directions  
Setting scenes  
Write an extract of play

Through out the term we will be extending our knowledge and use of punctuation. We will be enhancing our handwriting. We will also be increasing our knowledge of spellings.

## VALUES – Respect and Compassion

## THEME – Changes

## MATHS

Place value of each digit  
Read and write whole numbers to 1000  
Add using partitioning and expanded methods  
Subtract by counting on  
Multiplication and Division facts for 3, 4 and 8  
Multiplying and Dividing numbers by 10  
Using mental, arrays, repeated addition and grid methods for multiplication, repeated subtraction for division  
Read digital and analogue time intervals  
Understand and use vocabulary associated with time  
Recognising unit and non -unit fractions  
Count up and down in tenths  
Recognise that tenths arise from dividing a number or an object into equal parts  
Calculate perimeter of simple shapes  
Naming and properties of 2D shape including angles  
Throughout the term we will be working on our table knowledge

## Music

Sing with increasing confidence  
Play and perform in an ensemble  
Use technology

Opera Project

Singing in rounds  
Learn songs for production

## Art

Begin to learn about great artists in history  
Begin to develop techniques; drawing and painting  
Begin to produce creative work

Drawing and sketching  
Analysing the work of Lowrie  
Using movement in figures  
Creating a painting in the style of Lowrie

## Year

3

## PSHE

### Responsibilities / Goals and Good to be me

Ability to cooperate  
Use of advertising to tempt us to buy  
Identifying different relationships  
Expressing views and opinions

## RE

Who are the Jews?  
How did Jesus change lives?  
Easter: What happened –and what matters most to Christians?  
Exploring Jewish special events, – Rosh Hashanah, Yom Kippur, Passover and Sukkot.

Jesus befriending ordinary people  
Performing miracles and what they tell us about Jesus

The events of Holy Week leading to the crucifixion and resurrection

## DT

Design innovative functional products  
Use a variety of materials and components including ingredients

Creaming fat and sugar, rubbing fat, sugar and flour  
Designing and making a puppet

## Computing

Understand the opportunities that computing offers for communication, Evaluating and presenting information, select, use and combine a variety of software

How does internet work?  
Posting comments  
Presenting text and images  
Consolidating changes to text

Throughout the term we shall be promoting safe and responsible use of E-safety procedures including image copyright

## History

Begin to develop a chronological understanding of British events, develop the use of historical vocabulary

What can we learn from Skara Brae and Stonehenge monuments?

Iron Age – Hill Forts,  
Farming  
Art and Culture  
Links to the Romans

## Language : French

Celebrations  
Months of the year  
Achievements  
Colours  
Parts of the body

## PE

To link movement skills to create sequences.  
To develop strength, technique, control and balance.  
Perform dances using a range of movement  
To apply simple tactics of attack and defence  
Creating a floor sequence which includes rolling and paired balances  
Transferring sequence to small and large apparatus  
Creative dance – working in unison  
Changing tactics and rules to make activities more fun / challenging  
Comparing and evaluating skills

## Geography

Why do some earthquakes cause more damage than others?

Personal accounts from New Zealand  
To consider how many earthquakes happen in New Zealand  
Causes of earthquakes