

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.

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

Identify that some animals have skeletons and muscles for support and movement

Compare and group rocks

Describe how fossils are formed

Nutrition and its effect on the body

Healthy eating

Skeletons and movement

Protection

Classifying animal skeletons

Exploring a range of different rocks and soils

Identify and classify different rocks

Investigating changes that occur when rocks are rubbed together or submerged in water

ENGLISH

Recounts

Recounts real and imaginary

Appropriate tenses

Time connectives

Alliteration

Instructions

Giving instructions including writing a recipe

Sequencing and order

Complex sentences and use of adverbs

Reports

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 and further developing our handwriting and spellings.

This Year's Values:
Respect, Passion, Honesty,
Teamwork, Self-Belief and
Determination

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

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

What are important times for 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

Year

3

Art

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

Explore the painting styles and techniques used by famous artists

Use painting techniques to express ideas and create different effects

DT

Design innovative functional products
Use a variety of materials and components

Research a range of sculptures used for storing precious objects

Design and make a jewellery box

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

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Using the Scratch Jnr app to create a 'Dancing Robot' program

Predict outcomes based on inputs

Debug program during the design process

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

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