

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 – Appreciation and Tolerance

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
Play Ukulele
Create jingles
Singing in rounds
Learn songs for production

PSHE

Goals and Good to be me

Recognising how we learn and what we are good at
Setting personal challenges
Identifying different relationships
Expressing views and opinions

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

RE

Who are the Jews?
What does it mean to be a Sikh?
What happened during Jesus' last week on earth?

Exploring Jewish Symbols
Sikh beliefs
Impact of Guru Nanak
Special Ceremonies
The events of Holy Week leading to the crucifixion and resurrection
The importance of the Last Supper

DT

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

Creating and making sandwiches
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

Presenting text and images to an audience
Consolidating changes to text
Importing pictures and sound files
Adding effects to slides
Combining different media

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

To extend knowledge about the UK – counties, cities, human and physical features

To use maps and atlases

Link to early settlements
What is a river?
How rivers are formed
Learn vocabulary associated with rivers
Impact of rivers