



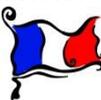
Year 3 Curriculum Information Spring Term 2021

Year group teachers:	<ul style="list-style-type: none"> • Mrs Barker • Miss Aberdein • Mrs Ransom • Miss Fuller
Year group support staff:	<ul style="list-style-type: none"> • Mrs Laker • Mrs Hitchen • Mrs Lingley • Miss Banthorp • Miss Flynn • Mrs Hall • Mrs Shaw
COVID	Please note that whilst this document details the Spring curriculum plan, due to the current National Lockdown and home learning for the majority of children some adaptations may need to be made. These will be clearly communicated in the weekly home learning and will be mirrored in the in-school provision.

Curriculum areas to be covered this term in:

<p>Literacy</p>	<p>Types of texts we will be looking at –letters, factsheets, adventure stories, instructions and reports. The children will be learning:</p> <p>Spoken language</p> <ul style="list-style-type: none"> • to listen and respond appropriately to adults and other children • to justify their opinions and explain their ideas clearly • to join in with discussions, including philosophy sessions, responding to comments from others • to join in with group and class presentations and performances including drama activities and assemblies <p>Reading</p> <ul style="list-style-type: none"> • to further apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • begin to infer character’s feelings, thoughts and motives from their actions and words • find evidence in the text to support their ideas • participate in discussion about books they have read and books that are read to them • use contents and index pages to find information quickly • think about the way different text types are written and recognise some conventions • to use a range of strategies to read with fluency and expression <p>Writing</p> <ul style="list-style-type: none"> • use a wider range of conjunctions and prepositions to show time passing, places and cause • to use imperative (bossy) verbs in instructions • to use a storyboard and picture prompts to plan a story • to use paragraphs to link sentences based on one theme • begin to proof read their writing to check it for sense and punctuation and edit accordingly • begin to use speech marks to punctuate direct speech • to use the diagonal and horizontal strokes needed for joined handwriting and recognise which letters are best left unjoined <p>Phonics and Spelling</p> <ul style="list-style-type: none"> • 1st half term – to revise and extend the rules for adding suffixes –ing, –ed and –ly including adding –ly to adjectives to make adverbs and words with the ‘ch’ sound. Learning to use apostrophes for contractions, possessive apostrophes and for words ending in ‘s’ and ‘ss’ (ion / ure) Learning to distinguish between different types of sentences and the correct punctuation for each one. Learning to use commas correctly in lists, expanded noun phrases and subordinate clauses. • 2nd half term – ‘zh’ and ‘ch’ sounds, improving our understanding of homophones and near homophones, developing proof reading skills and assessing their own progress as well as steps to
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	<p>success.</p> <ul style="list-style-type: none"> • Throughout the term • to spell topic words correctly • to revise and use correctly the spelling rules covered in Autumn term • to spell some 'tricky words' from the new curriculum lists for year 3 and 4 • (NB some children will still continue to work on phase 5 and 6 Phonics and the CEW in Year 1 and 2)
<p>Numeracy</p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division • count from 0 in multiples of 10, 20, 25, 50 and 100; • begin to recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • Add and subtract amounts of money to give change, using both £ and p in practical contexts • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction including money amounts • interpret and present data using bar charts, pictograms and tables • recognise angles as a property of a shape or a description of a turn (through computing sessions) • identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle – (through computing sessions) • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • Measure and compare lengths (m/cm/mm) • Measure the perimeter of simple 2D shapes and draw 2-D shapes • Identify horizontal and vertical lines and pairs of parallel and perpendicular lines • count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above
<p>Science</p> 	<p>During years 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Fossils:</p> <ul style="list-style-type: none"> • describe in simple terms how fossils are formed when things that have lived are trapped within rock <p>Light:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their

	<ul style="list-style-type: none"> eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change
Topic (this includes all Foundation subjects) 	<p>The topics for this term are: 1st half term – Life in Roman Britain 2nd half term – The Anglo-Saxon and Viking Invasions</p> <p>The children will be learning:</p> <p>Life in Roman Britain</p> <ul style="list-style-type: none"> to explore what life was like in Roman Britain; to collect and present information that they have researched; to develop an awareness of the legacy left by the Romans. <p>The Anglo-Saxon and Viking Invasions</p> <ul style="list-style-type: none"> about where the Anglo-Saxons and Vikings came from and why they left their homelands; to explore what life was like in Saxon and Viking Britain to understand the significance of Sutton Hoo to develop an awareness of the legacy left by the Saxons and Vikings
PE 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> Gymnastics – creating sequences using balances and jumps Games – Invasion games - developing the skills needed to play games based on simple forms of basketball, handball and football and net games such as tennis (Over 2 terms rotation between classes) Striking and fielding – the children will complete a unit of cricket. Dance – The Roman March and Gladiator Camp Swimming <p><i>Some activities will be affected by the current COVID restrictions situation.</i></p>
RE 	<p>Hinduism</p> <p>The children will continue the theme of 'Religion and the Individual' for the first half term, looking at some of the beliefs that are held with focus on the concept of 'Karma' and then comparing this to what they have learnt about the beliefs of the Islam and Christianity communities.</p> <p>Christianity</p> <p>In the second half term they will begin to think about symbols and religious expression, firstly in the context of Christianity and the Easter story.</p>
Art and DT 	<p>The children will be learning:</p> <p>Art</p> <ul style="list-style-type: none"> to develop their understanding of colour, through the medium of paint and focusing on the work of Paul Klee, Matisse and Van Gogh to use Saxon art as a stimulus for work on printing, using repeated patterns <p>DT</p> <ul style="list-style-type: none"> to use equipment with some accuracy to cut and shape materials and to fix components together. to develop cutting skills for food preparation
Music 	<p>The children will be:</p> <ul style="list-style-type: none"> learning to play the recorder completing a course using an online scheme (Charanga) Three Little Birds <p><i>Some activities will be affected by the current COVID restrictions situation.</i></p>
French 	<p>The children will be learning:</p> <ul style="list-style-type: none"> to use what they have learnt already - greetings, classroom objects and instructions, colours and numbers to 10 say the months of the year to name parts of their body and describe their features using colour to name and describe someone else using Il or Elle for male or female to name and describe some animals to use numbers 11 - 20
Computing 	<p>The children will be learning:</p> <ul style="list-style-type: none"> to use the skills learnt last term to create an ebook about the Romans to use directional language and sequences of instructions to create simple programs learn about simple algorithms and how inputs and selection can be used in programs Recognise some familiar forms of input and output devices and how they are used With support select and use a variety of software to accomplish goals (iPad Pure Flow, Hopscotch,

	A.L.E.X. Daisy Dino, Beebots)
PSHE 	Mental Health Week The Children's Health Project Health and Well-Being <ul style="list-style-type: none"> • To learn about what makes a balanced lifestyle and balanced diet • To learn that simple hygiene routines can prevent the spread of bacteria and viruses • To recognise their achievements and set personal targets for the future • To learn about a wider range of feelings and the kinds of change that happen in life and the feelings associated with this • To recognise that everyone grows and changes through the human life cycle • To learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • To learn about the importance of school rules for health and safety; how to manage risk and how to stay safe in the local environment, including online safety • To learn about people who help them stay healthy and safe, including how to deal with negative pressure • To learn about what is meant by a habit, including healthy and unhealthy habits (biting nails, sucking thumbs, manners and hygiene) • To learn about the importance of keeping personal boundaries and the right to privacy, including online safety
Homework	<ul style="list-style-type: none"> • Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, home books, library books, newspapers, comics and magazines. Please remember to record any home reading in your child's reading record. • Spellings to learn each week. • Revise 2x, 5x and 10x table facts and begin to learn 3x, 4x and 8x tables through the weekly Big Maths homework. • <i>Later in this term, we hope there will be a 'mini' home project to make a small artefact for a class museum linked to one of the history topics we will have covered – more details to follow</i> • Note homework, separate to home learning for the majority of children, will be dependent upon when school reopens to the majority of children.

Additional information about ways in which you can help your child at home:

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to talk about what they have learnt in school that day
- Teach them how to tell the time using an analogue clock and digital clock
- Encourage your child to read regularly, do their homework and hand it in on time, and practise number bonds, mental maths strategies or times tables on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes. Oxford Reading Buddy should help support this process.
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what you have read (There are ideas in the reading booklets given out at parents' evenings)