



Year 3 Spring Term Curriculum Information 2024

<b>Year group teachers:</b>	<ul style="list-style-type: none"> <li>● 3C – Mr Crump</li> <li>● 3L – Miss Andrews</li> <li>● 3A – Miss Alexander</li> </ul>
<b>Year group support staff:</b>	<ul style="list-style-type: none"> <li>● Miss Banthorp</li> <li>● Mrs Hitchen</li> <li>● Mrs Farrell</li> <li>● Miss Flynn</li> <li>● Mrs Hogger</li> </ul>
<b>Dates for the diary:</b>	<p>All dates to be confirmed:</p> <ul style="list-style-type: none"> <li>- PE Monday and Wednesday each week</li> <li>- Swimming every Wednesday</li> <li>- Outdoor Learning - Dates TBC, see ParentMail for notifications when dates are confirmed.</li> <li>- Roman Day - Monday 12th February</li> <li>- Parent Learning afternoon –maths/time tables focus - Monday 4th March 2-3pm</li> <li>- Interim Reports out Friday 22nd March</li> <li>- April 2024 School trip to Colchester Zoo – date TBC</li> <li>- Parents’ Evening dates:             <ul style="list-style-type: none"> <li>- Monday 25th March (Virtual @ Fairfield, in person @ Colneis) Colneis 3.45pm - 6.30pm</li> <li>- Wednesday 27th March (In person @ Fairfield, virtual @ Colneis) Colneis 3.45pm - 6.30pm</li> </ul> </li> </ul>

**Curriculum areas to be covered this term in:**

**English**



**Types of texts we will be looking at** –third person narrative, non-chronological report, instructional writing, and first person narrative.

The children will be learning:

**Spoken language**

- 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

**Reading**

- 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

**Writing**




- use a wider range of conjunctions and prepositions to show time passing, places and cause
- to use expanded noun phrases, adverbs, prepositions
- to use metaphors and similes





- to use rhetorical questions
  - Use imperative verbs
  - 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
- Spelling and Grammar**
- Revise and extend the rules for adding suffixes -tion -ing, -ed -en -er -able and -ly including adding -ly to adjectives to make adverbs.
  - Begin to learn statutory 3/4 words.
  - Continue to learn to distinguish between different types of sentences and the correct punctuation for each one.
  - Continue to develop an understanding of how to use commas correctly in lists, expanded noun phrases and subordinate clauses.
- Throughout the term**
- Learn to spell topic words correctly
  - Revise and use correctly the spelling rules covered in Autumn term
  - Learn to spell Y3 common exception words
- (Some children will still continue to work on phase 5 and 6 Phonics and the CEW in Year 1 and 2.)


**Maths**



- The children will be learning to:
- 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
  - 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.  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
  - 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"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> <p>Forces:</p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p>Science Week - 8-17th March There will be a series of Science based activities during this week on the theme of Time.</p>
<p><b>Topic (this includes all Foundation subjects)</b></p> 	<p>The children will be learning:</p> <p><b>Life in Roman Britain</b></p> <ul style="list-style-type: none"> <li>• to explore what life was like in Roman Britain;</li> <li>• to collect and present information that they have researched;</li> <li>• to develop an awareness of the legacy left by the Romans.</li> </ul> <p><b>The Anglo-Saxon and Viking Invasions</b></p> <ul style="list-style-type: none"> <li>• about where the Anglo-Saxons and Vikings came from and why they left their homelands;</li> <li>• to explore what life was like in Saxon and Viking Britain</li> <li>• to understand the significance of Sutton Hoo</li> <li>• to develop an awareness of the legacy left by the Saxons and Vikings</li> </ul> <p><b>The Rainforest</b></p> <ul style="list-style-type: none"> <li>• To locate the world's continents and countries</li> <li>• To identify the position of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn</li> <li>• How to study a specific region of the world and its physical and human features</li> <li>• How to use scales, atlases and globes</li> <li>• To extend their geographical vocabulary</li> </ul>
<p>PE</p> 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Striking and fielding – the children will complete a unit of cricket.</li> <li>• Dance – The Roman March and Gladiator Camp</li> <li>• Swimming</li> </ul>

<b>RE</b> 	<p>Spring 1: Islam 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 by Muslims around the importance of submission and obedience to Allah.</p> <p>Spring 2: Christianity 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>
<b>Art and DT</b> 	<p>The children will be learning:</p> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>to develop their understanding of colour, through the medium of paint and focusing on the work of Matisse and Van Gogh.</li> <li>to complete work on printing, making use of repeated patterns.</li> <li>to continue developing collage skills - based around a theme.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>to use equipment with some accuracy to cut and shape materials and to fix components together.</li> <li>to develop cutting skills for food preparation.</li> </ul>
<b>Music</b> 	<p>The children will be:</p> <ul style="list-style-type: none"> <li>learning to play the recorder and use notes B A and G</li> <li>completing a course using an online recorder scheme from Charanga.</li> </ul>
<b>French</b> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> <li>to use what they have learnt already - greetings, classroom objects and instructions, colours and numbers to 10</li> <li>say the months of the year and days of the week</li> <li>to name parts of their body and describe their features using colour</li> <li>to name and describe someone else using Il or Elle for male or female</li> <li>to name and describe some animals</li> <li>to use numbers 11 - 20</li> </ul>
<b>Computing</b>	<p>The children will be learning:</p> <p>Online Safety:</p> <ul style="list-style-type: none"> <li>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>To understand how the Internet can be used to help us to communicate effectively.</li> <li>To understand how a blog can be used to help us communicate with a wider audience.</li> <li>To consider if what can be read on websites is always true.</li> <li>To look at a 'spoof' website. To create a 'spoof' webpage.</li> <li>To think about why these sites might exist and how to check that the information is accurate.</li> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>To discuss why PEGI restrictions exist.</li> <li>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> </ul> <p>Spreadsheets</p> <ul style="list-style-type: none"> <li>Children can create a table of data on a spreadsheet.</li> <li>Children can use a spreadsheet program to automatically create charts and graphs from data.</li> <li>Children can use the 'more than', 'less than' and 'equals' tools to compare different numbers and help to work out solutions to calculations.</li> <li>Children can use the 'spin' tool to count through times tables.</li> <li>Children can describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.</li> <li>Children can find specified locations in a spreadsheet.</li> </ul> <p>Touch typing</p> <ul style="list-style-type: none"> <li>To introduce typing terminology.</li> <li>To understand the correct way to sit at the keyboard.</li> </ul>

	<ul style="list-style-type: none"> <li>• To learn how to use the home, top and bottom row keys.</li> <li>• To practice and improve typing for home, bottom, and top rows.</li> <li>• To practice the keys typed with the left hand.</li> <li>• To practice the keys typed with the right hand.</li> </ul>
 <b>PSHE</b>	<p>The Children's Health Project Relationships</p> <ul style="list-style-type: none"> <li>• To learn to recognise a wider range of feelings in others.</li> <li>• To learn about what makes a positive, healthy relationship including friendships and how actions can affect ourselves and others, including bullying.</li> <li>• To learn about the difference between acceptable and unacceptable physical contact.</li> <li>• To learn about the concept of keeping something confidential.</li> <li>• To learn how to listen and respond respectfully to a wide range of people.</li> <li>• To learn about working collaboratively towards shared goals, including how to solve disputes and conflict amongst themselves and their peers</li> <li>• To learn about differences and similarities between people, understanding everyone as an individual.</li> <li>• To learn what is meant by stereotypes.</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Accelerated Reader- Once a child has read their book, they can quiz on the book they have read at school using their chrome books. This tool helps teachers identify areas of to support children with their comprehension.</li> <li>• Spellings – These will start when the children are fully settled into their new routines. They will focus on the phonics, grammar and spelling patterns that we are learning in class. A worksheet of spellings will be sent home for the children to learn in their books. We do not have weekly tests on these but the expectation is for children to complete the worksheet at home. If you have any questions, then please do not hesitate to ask.</li> </ul> <p>Times tables- In Year 3 we support the children with learning specific times tables (3, 4 and 8 times tables). We will also revisit 2, 5 and 10 times tables. Please use Times Table Rockstars app to support your child with their learning.</p>

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, 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.
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what you have read