

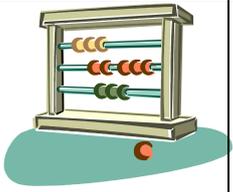


The Best We Can Be

All Saints Church of England Primary School

Spring Term, Year 3 Curriculum 2017 (First Half Term).

<p>Literacy</p> 	<p><u>Year 3 Unit 3 Fiction (3 weeks)</u> Key writing purpose: To write a short story/ write a different ending to a story.</p> <p>My story:</p> <ul style="list-style-type: none"> • has an introduction with a setting/ main character , a problem, build up, climax and resolution • has dialogue that sounds convincing because it is based on what I know about the characters • shows the characters' reactions to new situations. • uses adjectives and adverbs (including frontal adverbial phrases) appropriately to describe and make events clear to a reader. • includes correct use of first or third person e.g. (I, we) for a short part of the episode written by a first-person narrator or They, he, she (plus Proper nouns e.g. Steve/ descriptive phrases e.g. That naughty boy) for third person. <p><u>Year 3 Unit 2 Non-fiction (3 weeks)</u> Key writing purpose: To write a balanced discussion text.</p> <p>My discussion text:</p> <ul style="list-style-type: none"> • is balanced (it includes statements that show I have thought about both sides of the argument) • shares information with the reader in clear sentences that makes sense • shows clearly what is a fact and what is an opinion. • includes adverbs and adverbials to show that I am considering both sides of the argument , e.g. Some people think that, However, On the other hand.
<p>Mathematics</p>	<p><u>Number</u></p> <ul style="list-style-type: none"> • To recognise the place value of each digit in a three-digit number (hundreds, tens, ones). • To compare and order numbers up to 1000. • To identify, represent and estimate numbers using different representations. • To read and write numbers up to 1000 in numerals and in words. <p>To count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number.</p>



- To solve number problems and practical problems involving these ideas.

Addition and Subtraction

- To add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds.
- To estimate the answer to a calculation and use inverse operations to check answers.
- To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication & division

- To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- 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.
- To solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

- Compare / order unit fractions
- Equivalence
- Unit fraction of amounts

Measures - money

- To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

Statistics

- Bar charts - scales axis
- Venn and Carroll diagrams
- To interpret and present data using bar charts, pictograms and tables.
- To solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.

Connected Curriculum (Topic Theme)



Let's go on an adventure-Guatemala

This topic has a big emphasis on: **Geography**

Key objectives are to :

- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps,

Locational knowledge

- locate the world's countries using maps to focus on North and South America - Guatemala
- identify the position and significance of Equator

Human and physical geography

describe and understand key aspects of

- physical geography, including: mountains, volcanoes and earthquakes, biomes and vegetation belts (rainforest)
- human geography, including: types of settlement and land use

Geographical skills and fieldwork

- use world maps, atlases and globes and satellite/computer mapping to locate countries

Key questions to be able to answer are: *What is it? Where is it? What is it like? How did it come to be like this? How is it changing? How might it change and what are the alternative possibilities? What impact is change having or might it have? What different viewpoints and opinions are there, and what do I think and feel about this? What realistically, might, could or should be done next? What do I think, feel and/or do? How does it compare to other similar or different examples?*

Other subject areas are:

History-

Pupils should be taught about: A non-European society that provides contrasts with British history e.g. Mayan civilisation c.AD 900

Key objectives are:

- I recognise some of the similarities and differences between different periods of time.
- I can use the proper dates and historical terms.
- I understand some of the main events, people and changes studied.
- I can give a few reasons for, and results of, the main events and changes.
- I can identify some of the different ways in which the past is represented.
- I can use sources of information to answer questions about the past.

Science-

Forces Y3

Pushes and pulls

'Magically' make an object move

Friction

Measuring forces

Air resistance

Memorise Science 'Killer Facts'

Key objectives

- compare how things move on different surfaces - [Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions]
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- 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
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

	<p><u>Design and Technology-</u></p> <p>We will be making Mayan puppets-</p> <p>We will: research, learn to make different types of Mayan puppet and then design and make our own puppet. We will evaluate how successful we think we have been and what we would do differently next time.</p> <p><u>Art-</u></p> <p>We will be exploring Guatemalan arts-including weaving- before selecting images we like. We will use these images to create collages using a range of materials.</p>
<p>Computing</p> 	<p>We will use our ICT skills to help us with our topic as well as specific teaching of skills.</p> <p>We will mostly use I pads and apple macs.</p> <p>We will learn about presenting and how to use video editing software to create trailers and short narrated videos to help improve their performance of a sport or skill.</p> <p>Using the app 'I movie', year 3 will work on meeting the following objectives:</p> <ul style="list-style-type: none"> - Gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing. - Edit video, including adding narration and editing clips by setting in/out points. - Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.
<p>Music</p> 	<p>Year 3 will continue to learn to play the recorder .</p> <p>Key skills initially will include:</p> <ul style="list-style-type: none"> • Using the notes a,b,c,d, g accurately to play simple tunes (fingering on the recorder plus reading music). • Reading these notes from music.
<p>R.E.</p> 	<p><u>Theme</u></p> <p>Mayan creation story - earth and people</p> <p>Bible story of creation - earth and people</p> <p>Other creation stories</p> <p>Christianity- Jesus' Miracles</p> <p>We will be learning to retell Bible stories when miracles have happened and question whether Jesus really did perform those miracles.</p>
<p>P.E.</p> 	<p>PE will be on Wednesdays and Fridays.</p> <p>It is advised that all children bring in their PE kits on Monday morning and take them home to be washed on Friday afternoon (if need be).</p> <p>This half term we will be focusing on:</p> <ul style="list-style-type: none"> • Gym- Balance by moving into and out of positions • Games- Understanding the concept of finding and creating space

**MFL (Key
Stage 2)**



During KS2 the children learn French.

Each Monday they will have a French lesson taught by the class teacher.

Year 3 will be assessed on greetings, saying their name, saying their age, discussing their family and numbers from 1-12.

Year 3 are learning a song called 'A Farmers in his Den' where they will begin to learn common farm animal names in French. They will learn numbers 11-20, common playground games, the birthday song, how to invite someone to a party and party games.