



The Best We Can Be

All Saints Church of England Primary School

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

Literacy



For the first 2-3 weeks, year 3 will be studying Fiction texts with a focus on poetry and poetic language.

Key writing purpose:

To write a water-cycle poem, and participate in a class poetry performance.

Success Criteria:

My poem:

- uses at least two of the special poetic techniques we have studied, e.g. *rhyme, rhythm, alliteration, repetition, onomatopoeia*
- uses some unusual combinations of two words to build interesting descriptions of water
- is presented in an interesting shape that helps the reader imagine what I am describing.

Grammar:

- uses punctuation and line breaks to show how my poem should be read.

For the second 2-3 weeks, year 3 will be studying Non-Fiction texts with a focus on explanation texts.

Key writing purpose: To write an explanation text

Success Criteria

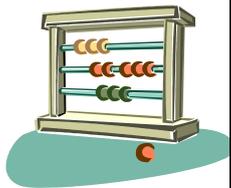
My explanations:

- describe a process using clear and useful diagrams, with labels and symbols
- use continuous prose to explain a process
- can be used as part of a presentation, so I can share my understanding of a process with my class.

Grammar:

- includes adverbs of time and conjunctions to help the reader understand the sequence in which things happen (*First, Then, Now*) and cause and effect (*so, therefore*).

Mathematics



Number

. Addition and Subtraction

- To add and subtract numbers with up to three digits, using the efficient written methods of columnar addition and subtraction.
- 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.

Geometry: properties of shapes

- To make 3D shapes using modelling materials; recognise 3D shapes in different orientations and describe them with increasing accuracy.
- To recognise angles as a property of shape and associate angles with turning.
- To 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.
- To identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

Measures - money

- To add and subtract amounts of money to give change, using both £ and p in practical contexts.

Fractions

- To 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.
- To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- To recognise and show, using diagrams, equivalent fractions with small denominators.
- To compare and order unit fractions, and fractions with the same denominators.
- To solve problems that involve all of the above.

Connected Curriculum (Topic Theme)



The Games Children Play

This topic has a big emphasis on: Art and Dance

Art

Starting Point- 'Children's Games'-a painting by Pieter Breugal

The children will have the opportunity to work on studies surrounding 'Children's Games' painting, using quick figure sketching, experimenting with movement and action sequences, as well as quick life sketching from observations.

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Dance

Linked to the painting 'Children's Games', year 3 will compose a dance which will then be performed to another class.

Pupils will be taught to perform dances using simple movement patterns. This shall be accomplished through three phases:

Phase One - Building the Dance

Phase 2- Practice the dance

Phase 3- Perform the dance

	<p>History</p> <p>Year 3 will discuss the traditional games after identifying those games on the painting that they still play now nearly 500 years later - place in time - on timeline. How do we think we might still know these games? What games did your parents/carers/grandparents play?</p> <p>Pupils could be tasked to find out about a game their parents/grandparents/carers used to play. Pupils then present their findings.</p> <p>Geography</p> <p>Year 3 will take a look into where games originate from and how they have become globally identifiable.</p> <p>Examples of games from around the world can be found on:</p> <p>www.topics-mag.com/edition11/games-section.htm</p> <p>Science</p> <p>The first focus for our Science will be on animals, including humans. We will explore the functions of the body parts and compare how humans and other animals move and live. As part of our work there will be a focus on the diets of humans and children will be learning how to eat more healthily.</p> <p>The second focus will be on volcanic eruptions, following the work from last term surrounding Guatemala. This leads nicely into how fossils are formed and the behavior of earth's natural formations.</p> <p>Design and Technology</p> <p>We will be researching, designing, making and evaluating a board game.</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>In this unit you will investigate how computer networks work. We will use a simulation and learn some simple command prompts for testing connections.</p> <p>Using a range of online resources, 3 will work on meeting the following objectives:</p> <ul style="list-style-type: none"> • understand the physical hardware connections necessary for computer networks to work • understand some features of internet protocols • understand some diagnostic tools for investigating network connections • develop a basic understanding of how domain names are converted to IP addresses.
<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>Year 3 are also learning a range of songs/ percussion phrases to perform at Morning of Music in March with other schools. These songs are based around a 'Space' theme, learning about the planets and space shuttle launches.</p>

<p>R.E.</p> 	<p>This terms topic is: What is 'good' about Good Friday?</p> <p>Year 3 will also look at answering the following questions: Should religious people be sad when someone dies? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs?</p> <p>Year 3 will be learning the details of the Easter story and exploring the meaning it has for Christians.</p>
<p>P.E.</p> 	<p>PE will be on Wednesdays and Fridays. 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). This half term we will be focusing on:</p> <ul style="list-style-type: none"> • Athletics – Running with a focus on continuous running and changing pace • Games- Striking and fielding with a focus on 'rounders' •
<p>MFL (Key Stage 2)</p> 	<p>During KS2 the children learn French. Each Monday they will have a French lesson. Year 3 are learning to put short sentences together about themselves and their lives e.g. pets, family.</p>
<p>Additional Information</p>	<p>Regular reading will support your child's reading, comprehension and their writing. Even though your child can read please still encourage them to read regularly and try to hear them read as often as you can. This will enable you to ask them questions about the text, which is as important as being able to read it.</p> <p>Spellings</p> <p>Please continue to help your child learn both the Year 1&2 (if needed) and Year 3&4 spellings. Encourage and support your child in learning to read them, spell them and understand what they mean, including being able to use them correctly in sentences.</p> <p>Times tables</p> <p>These are key to all aspects of maths calculating; multiplication, division, fractions and so on.</p> <p>Please encourage your child to learn these off by heart and the related division facts.</p>