



Our Learning in Year 3

Spring Term

English

Our learning will include the following texts:

- ‘Stone Age Boy’, by Satoshi Kitamura;
- Usborne’s ‘Visitors’ Guide to Ancient Egypt’.

Throughout the term, we will be producing a range of writing, using the above texts as our starting points. Children will also complete reading comprehension questions associated with each text.

In Year 3, we study a range of additional fiction texts, non-fiction texts and poems which enable the children to develop a range of reading strategies to broaden vocabulary and maximise their understanding of a range of text types.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment whether that be at, above or below their chronological age, using our carefully banded reading book system.

English – Grammar, Punctuation and Spelling (GPS)

During our GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated, and we will build upon our knowledge of word classes.

Spring Term Year 3 GPS Overview

Sentence	<ul style="list-style-type: none"> • I can use conjunctions to show time and place. • I can organise my writing into paragraphs with help. • I can use adverbs to show time and place. • I can begin to use figurative language.
Text	<ul style="list-style-type: none"> • I can write non-fiction with an introduction, development and conclusion. • I can write fiction with an opening, build up, dilemma, resolution and ending.
Punctuation	<ul style="list-style-type: none"> • subheadings • bullet points • inverted commas to show direct speech
Terminology for Children	<ul style="list-style-type: none"> • inverted commas • conjunctions • figurative language

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 3 words too.

Spring Term Year 3 Spelling Words

Shakespeare and More	
List 15	List 16
sadly, completely, usually, finally, comically happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically	young, touch, double, trouble, country disappoint, disagree, disobey misbehave, mislead, misspell inactive, incorrect illegal, illegible
circle, complete, consider continue, decide, describe, different, difficult, disappear	enough, exercise, experience, experiment, extreme, famous, favourite, February,

Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 3, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Spring Term Year 3 Maths Objectives

Spring 1
Solve problems, including missing number problems, involving multiplication and division.
Solve problems, including missing number problems, involving integer scaling problems.
Solve correspondence problems in which n objects are connected to m objects.
Add and subtract amounts of money giving change, using both £ and p in practical contexts.
Interpret and present data using bar charts, pictograms and tables.
Solve one-step and two-step questions (for example 'How many more?' and 'How

many fewer?') using information presented in scaled bar charts, pictograms and tables.
Measure and compare: lengths (m/cm/mm), mass (kg/g) and volume/capacity (litres/ml).
Spring 2
Add and subtract: lengths (m/cm/mm), mass (kg/g) and volume/capacity (litres/ml).
Measure the perimeter of simple 2-D shapes.
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 and use fractions as numbers; unit fractions and non-unit fractions with small denominators.
Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominator.
Solve problems involving fractions.
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to: <ul style="list-style-type: none"> • solve problems that have missing numbers, missing symbols and missing information. • work backwards / use the inverse. • create fact families from what they know already. • explain their thinking to someone else.

The majority of children will first master the content of the above Maths objectives by becoming fluent in their use and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on two areas - Light (Spring 1) and Rocks (Spring 2).

In addition, children will be expected to develop their scientific skills by setting up simple, practical enquiries as well as carrying out comparative and fair tests.

Prior to investigation work, children will consider how best to ensure that they have the right to be safe during investigations.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. Children will develop their understanding about what 'meanness' is online and what to do about it (Spring 1). They will also learn about why spending too much time using technology can sometimes have a negative impact (Spring 2).

Following on from this, we will be improving keyboard skills and children will learn how to use search engines, explore how digital devices can be connected and use an online app to independently debug basic mistakes (Spring 1). Children will also begin to use a 'database' to search for basic information (Spring 2).

Geography

In Geography, children will develop their understanding of the UK. Our focus question will be, 'Why do we have cities?'

They will focus on:

- knowledge of UK locations, places and their features;
- how cities differ within the UK, and compare them to some globally significant cities;
- the impact of cities;
- using maps, atlases, photographs and information texts to gather information.

History

In History, children will develop their understanding of Prehistory and early civilisations. In Spring 1 we will continue our focus on the key question, 'Who were Britain's first builders?'. In Spring 2 our focus question will be, 'Why were the Egyptians so advanced?'

They will focus on:

- chronology, key features and achievements of the ancient Egyptians;
- primary sources and artefacts;
- how the key features and achievements of the ancient Egyptians differed from those from prehistoric Britain.

Physical Education

There are two areas of priority designed to develop our physical fitness, knowledge and practical skills this term:

- games - Run the Loop;
- dance - Round the Clock.

We will also be looking at Physical Health and Mental Wellbeing, where children will

develop their existing knowledge to include:

- being able to identify healthy and unhealthy choices, e.g. in relation to exercise and sleep.
- knowing the positive effects of having regular exercise and developing good habits on physical and mental health.

Religious Education

During R.E. we will be exploring Christianity using the question, 'What can we learn about Christian worships and beliefs by visiting churches? Later in the term, focus will remain on Christianity by posing the key question, 'What do Christians remember on Palm Sunday?'

Art

Our main focus will be 'Prehistoric Art', based on authentic Stone Age cave paintings.

The children will continue to develop sketchbooks to record their observations and use them to review and revisit ideas. They will aim to improve their mastery of colour mixing and matching, working with a range of paint types and gaining experience of a number of painting techniques.

Music

Our main focus will be to identify the structure of different pieces of music, e.g. introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. The children will compose melodies and repeated patterns with different instruments. They will combine different sounds to create a specific mood or feeling. They will also learn how to appraise a range of music and learn some musical terms.

French

This term, children will be developing their speaking and listening skills, learning more about how we describe our family members in French, counting to ten and further practising our conversational French and vocabulary from last term.

Design and Technology

Our assignment this term will pose the key question, 'Do adults still carry real money?' In response to this, we will aim to design, make and evaluate a simple textiles purse or money bag to appeal to a specific target user group.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Convention on the Rights of the Child;
- to be able to identify a wider variety of Articles in the Convention on the Rights of the child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to recognise and respond appropriately to a wider range of feelings in others;
- to know that their actions affect themselves and others;
- to be able to work collaboratively towards shared goals;
- to improve the skills needed to develop and maintain positive and healthy relationships;
- to be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices;
- to understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities;
- to build their Learning Powers and develop their Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing

Our focus areas will be

- The value of rules and laws: the reasons for rules and laws in wider society; the importance of abiding by the law and what might happen if rules and laws are broken.

- Growing and changing: Personal strengths and interests; recognising common challenges of self worth.

- Keeping Safe: Risks and hazards; safety in the local environment and unfamiliar places.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Growth Mindset Tree.

Should you have any questions about your child's learning, please contact the School Office.