



Our Learning in Year 3

Spring Term

English

Our learning will include the following texts:

- The Minpins, by Roald Dahl;
- What a Waste, by Jess French;
- The Street Beneath My Feet, by Charlotte Guillain;
- The Best Tomb in Town;
- The Egyptian Cinderella, by Shirley Climo.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, using the above texts as our starting points. The 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) and Writing

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.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • uses apostrophes for contraction and apostrophes for singular possession; • understands and identifies main clauses; • uses exclamation marks within a range of writing – correctly across most writing; • commas for lists become more accurate; • uses an apostrophe for omission with more accuracy and can write a range of contractions; • exclamation marks become more accurate; • begins to use conjunctions (when, before, after, during, in, because and of); • begins to use apostrophes for plural possession; • begins to use inverted commas to punctuate direct speech; • selects words for effect to support purpose and engage readers' interests. 	<ul style="list-style-type: none"> • uses headings and sub-headings to aid presentation; • writes for a range of real purposes and audiences as part of their work across the curriculum; • reads aloud own writing using appropriate intonation; • is aware of the audience and the purpose of the type of writing; • begins to create settings, characters and plot in narratives.

Spelling

Look out for the spellings that will come home every week. We follow the sequence from Spelling Shed.

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.

Year 3 Spring Term Spelling Rules

1. Words with the 'ei' digraph
2. Words where 'ey' makes an /ai/ sound
3. Adding the suffix '-ly'
4. Words that are homophones
5. Challenge Words
6. Words ending in 'al'
7. Words ending in 'le'
8. Adding '-ly' when the root word ends in '-le'
9. Adding '-ally' when the root word ends in '-ic'
10. Adding '-ly' when the words do not follow the spelling patterns
11. Challenge Words

Activities associated with the words that the children 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 daily. Children are encouraged to practise these at home; the password for Times Tables Rock Stars will be on the inside cover of your child's Reading Record.

Spring Term Year 3 Maths Objectives

Spring 1
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
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 use fractions as numbers: unit fractions and non-unit fractions with small denominators
Spring 2
recognise and show, using diagrams, equivalent fractions with small denominators
add and subtract fractions with the same denominator within one whole
compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above
draw 2-D shapes and make 3-D shapes using modelling materials
recognise 3-D shapes in different orientations and describe them
recognise angles as a property of shape or a description of a turn
identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
identify horizontal and vertical lines and pairs of perpendicular and parallel lines
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.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. 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, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

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

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The 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).

Alongside this, the children will be improving their keyboard skills and they 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). The children will also begin to use a 'database' to search for basic information (Spring 2).

Geography

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

They will focus on:

- developing their 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 texts to gather information.

History

In History, the children will extend their understanding of early civilisations. Our focus question will be: 'Why were the Egyptians so advanced?'

They will focus on:

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

Physical Education

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

- Games - Run the Loop;
- Dance - Round the Clock.

In Games, the children learn to play Run the Loop, applying and developing their skills to bat and field tactically and effectively.

In Dance, children develop their knowledge of basic dance moves, creating their own short routine to fit the focus theme.

We will also be looking at Physical Health and Mental Wellbeing, where the 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 worship 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 and Design

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

The children will continue to develop their 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

We build on our skills from last term, appraising a focus range of Reggae songs. We learn further musical terms and follow a different arrangement on the glockenspiels. We learn two songs this term – Three Little Birds and The Dragon Song.

French

This term, the children will be developing their speaking and listening skills, learning more about how we describe our family members in French, consolidating 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 textile 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 Mindset;
- 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, and recognising common challenges of self-worth;
- Keeping Safe: risks and hazards, safety in the local environment and in 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 Aspirations Tree.

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