



CURRICULUM OVERVIEW & KEY INFORMATION

Year 3

Spring Term 2024

MATHEMATICS

Unit: Multiplication and Division B

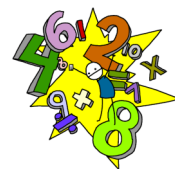
- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – with exchange
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
- Divide a 2-digit number by a 1-digit number – with remainders
- Scaling
- How many ways?

Unit: Length & Perimeter

- Measure in metres and centimetres
- Measure in millimetres
- Measure in centimetres and millimetres
- Metres, centimetres and millimetres
- Equivalent lengths (metres and centimetres)
- Equivalent lengths (centimetres and millimetres)
- Compare lengths
- Add lengths
- Subtract lengths
- What is perimeter?
- Measure perimeter
- Calculate perimeter

Unit: Fractions A

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number line
- Equivalent fractions on a number line
- Equivalent fractions as bar models



Welcome to Year 3

Hi everyone and welcome back to Year 3! We hope you had a wonderful winter break and are ready for the busy term ahead. We have a great curriculum this term, details of which can be found on the next few pages. There are also lots of exciting opportunities and events throughout the year too, so please look at the terms and diary dates on the

ENGLISH

Focus Text: Seen and Not Heard

Author: Katie May Green

Please do not read/purchase our focus text for your child – thank you!

Narrative: Instruction writing

- Formation of nouns using a range of prefixes (for example, super-, anti-, auto-)
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)
- Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore)
- Introduction to paragraphs as a way to group related material
- Headings and subheadings to aid presentation
- Introduction to inverted commas to punctuate direct speech

Focus Text: Jeremy Button

Author: Jennifer Uman

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Narrative: Letter writing

- Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentation
- Introduction to inverted commas to punctuate direct speech

preposition, direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Spelling/Phonics & Grammar:

Year 3/4 Common Exception Words

In addition to Writing sessions, there will be a key handwriting focus each week, and whole class reading focus activities.



KEY INFORMATION

HOMEWORK

- Your child has been given a copy of their ICT passport to bring home earlier this year – please keep this in a safe place but if you require another copy please let us know.
- English/Maths homework will run from **8.30am, MONDAY to MONDAY**.
- Homework will be a range of different activities across the academic year, with Reading, Spelling, Timestables and Mental Maths being our weekly 'non-negotiables.' These may be supplemented with our range of online learning tools which children have access to throughout the year; login details can be found on children's ICT Passports. There may also be some project work, where appropriate.
- **Please also see our 'Homework Policy'.**

Google Classroom

- Google Classroom can be accessed via children's individual logins.
- Google Classroom contains a range of useful resources, as well as being a key point of access for homework information and resources too. Please check this weekly.
- If you need to contact your child's class teacher, please DO NOT use Google Classroom, instead, please contact the school office who will be happy to arrange a follow-up call/appointment for you.

PE Kits & Trainers – to be worn on PE Days:

Our PE Day this term will be: **MONDAY/FRIDAY**

Please ensure that children are in a suitable PE kit - inline with our policy; for example, they should not come into school in football kits. Children will need an indoor and outdoor kit. We advise putting an extra pair of socks into your child's book bag.

Resources

Please provide your child with the following:

- Book Bag that should be brought into school each day.
- Water bottle pre-filled with water before your child comes into school each day.
- Suitable, warm, waterproof coat.
- Sunhat in warmer weather. If hot weather is forecast, please remember to apply suncream to your child prior to the school day. A labelled bottle of suncream can be sent in for your child to reapply (if required) - this should be given to staff.
- Set of headphones (to remain in school during term time).
- Lunch box if they are having a packed lunch.
- All items should be clearly labelled with your child's name, including uniform and shoes!

Please encourage your child to become more independent and take responsibility for their homework and resources. Thank you.

For more detailed information about our curriculum, please see the Curriculum section on our school website. You can also find a range of other information about school on our website too!

*'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love'.*

Religious Education (R.E.)

UNIT: Called by God

- What does it mean to be called by God?
- In what ways does God call people?
- How does God speak to people?
- What sort of tasks does God call people to do?
- Who has been/or could be called by God?

UNIT: Exploring the sadness and joy of Easter

- Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?
- Is the cross a symbol of sadness or joy?
- How do the services held in churches during Holy Week and Easter reflect the sadness and joy?
- Is Good Friday the beginning or the end?
- Is Easter Sunday the end or the beginning?



Physical, Social, Health & Economic Education (P.S.H.E.)

UNIT: My Happy Mind – Appreciate

- That we can forget to appreciate what is around us and that
- Happy Breathing can help us appreciate the little things we may forget.
- • That the more they show gratitude, the easier it is – like Neuroplasticity.
- • How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel.
- • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together.
- • How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine.
- • How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too.

UNIT: Relationships – living in the wider world:

- Belonging to a community:
- Media literacy and digital resilience:
- Money and work:



Computing

UNIT: Email

- To think about the different methods of communication.
- To open and respond to an email.
- To write an email to someone from an address book.
- To learn how to use email safely
- To add an attachment to an email.

UNIT: Branching Databases

- How do I sort data using 'yes' or 'no' questions?
- How do you use 2Question?
- Can I create a branching database?



Art & Design

UNIT: Cloth, Thread, Paint

- Can I explore how artists combine media and use them in unusual ways to make art?
- Can I share my response to their work?
- Can I use my sketchbook to make visual notes capturing ideas that interest me?
- Can I use my sketchbook to test ideas and explore colour and mark making?
- Can I use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions?
- Can I use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape?
- Can I share my work with others and share my thoughts about the process and outcome? Can I listen to their feedback and take it onboard?
- Can I appreciate the work of my classmates enjoying the similarities and differences between our processes and outcomes? Can I share my feedback on their work?
- Can I take photographs of my work, thinking about lighting and focus?



Design & Technology (D.T.)

Process: Design/Make/Evaluate/Technical Knowledge

UNIT: Structures, Shells and Nets

- Can I investigate a collection of different shell structures including packaging?
- Can I take a small package apart identifying and discuss the parts of a net including the tabs?
- Can I evaluate existing products to determine which designs children think are the most effective?
- Can I use kit parts with flat faces to construct nets?
- Can I use the skills and techniques of scoring, cutting out and assembling using pre-drawn nets?
- Can I use different ways of stiffening and strengthening my shell structure?
- Can I discuss and explore the graphics techniques and media that could be used to achieve the desired appearance of my product?
- Can I use a computer-aided design (CAD) software to design the net, text and graphics for my product?



Science

UNIT: Light and Dark

- How do we see?
- What is a light source?
- How does a bulb in a circuit work?
- Can I compare the brightness and colour of lights?
- What is reflection?
- What is the difference between transparent, translucent, and opaque?
- How are shadows formed?



Physical Education (P.E.)

UNIT: Fitness & Fundamentals

- To develop balancing and understand the importance of this skill.
- To demonstrate good technique when running at different speeds.
- To develop agility using a change of speed and direction.
- To develop technique and control when jumping, hopping and landing.
- To develop skipping with a rope.
- To apply fundamental skills to a variety of challenges.

UNIT: Dance & Basketball

- To develop the attacking skill of dribbling.
- To use protective dribbling against an opponent
- To develop the bounce and chest pass and begin to recognise when to use them.
- To develop tracking and defending an opponent.
- To develop the technique for the set shot.
- To be able to apply the skills, rules and tactics you have learnt to a mini tournament.



French

UNIT: Animals I like and don't like

- Epiphany celebrations
- Animals around us

UNIT: Carnival colours, playground games

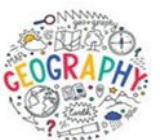
- Carnival and playground games
- Easter celebrations



Geography

UNIT: The United Kingdom

- What do I know about the United Kingdom?
- Where do people live in the UK?
- What are the main physical features of the UK?
- How do human activities affect the UK's landscape?
- What work do people in the UK do?
- How can the UK manage its energy needs?
- What if the UK only got its energy from renewable sources?



Music

UNIT: Glockenspiel Stage 1

- To analyse and appraise music
- To learn to play a glockenspiel
- To compose music

