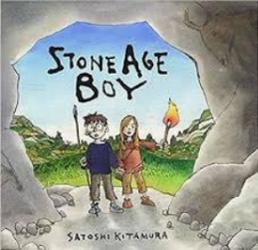


# Year 3 School Curriculum Highlights Spring 1

These are the topics and areas of the school curriculum that the children in Year 3 will be studying this term. As you can see there is the key learning intentions for each area and some ideas for ways in which you could help support this learning at home. If you have any further questions about what is going on in our lessons, then please let us know.

English	Maths	Science	Computing	Art & Design	History
Writing	Multiplication & Division Length & Perimeter	Rocks. Light.	Branching Databases	Abstract shape and space	The Iron Age
					
<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>	<b>In School:</b>
<p><b>Stone Age Boy &amp; The Worry Tiger Fiction:</b> Re-tell a short story and a diary entry</p> <p><b>Non-Fiction:</b> Information Text</p> <ul style="list-style-type: none"> <li>Learn how to use inverted commas (speech marks) to show when someone is speaking.</li> <li>Use headings and subheadings to organise information clearly.</li> <li>Practise writing simple sentences from memory, including the punctuation learned so far (., !, ?, ').</li> <li>Revisit noun phrases (e.g., the shiny red car).</li> <li>Use conjunctions from KS1 to show when, where and why things happen.</li> <li>Begin using prepositions, such as before, after, during, in, through, beside.</li> <li>Learn about adverbs, such as then, next, soon, therefore.</li> <li>Start writing in paragraphs to group related ideas.</li> <li>Use subordinating conjunctions (e.g., those in ISAWAWABUB) to express time, place and cause.</li> <li>Begin using a wider range of sentence types and structures.</li> </ul>	<p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Solve multiplication and division problems, including those with missing numbers.</li> <li>Work on scaling problems (e.g., making something 2 times bigger) and matching problems (e.g., n objects linked to m objects).</li> <li>Write and solve multiplication and division calculations using the times tables they know.</li> <li>Multiply two-digit numbers by one-digit numbers, starting with mental methods and moving to written methods.</li> <li>Remember and use the multiplication and division facts for the 3, 4 and 8 times tables.</li> </ul> <p><b>Length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>Measure, compare, add and subtract lengths using metres (m), centimetres (cm) and millimetres (mm).</li> <li>Learn to measure the perimeter (the distance</li> </ul>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and sort different types of rocks by looking at their appearance and simple physical features.</li> <li>Learn how fossils are made when once-living things become trapped in rock over time.</li> <li>Understand that soil is made from tiny pieces of rock mixed with organic material (things that were once alive).</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Understand that we need light to see and that darkness happens when there is no light.</li> <li>Notice that light can bounce off (reflect from) surfaces.</li> <li>Learn that sunlight can be harmful and explore ways to protect their eyes.</li> <li>Understand that shadows form when an opaque object blocks the light.</li> </ul>	<p><b>In School:</b></p> <ul style="list-style-type: none"> <li>To understand the concept of using 'Yes' or 'No' questions to sort objects.</li> <li>To understand and use a branching database effectively.</li> <li>To plan and create a branching database.</li> <li>To test and debug branching databases to correct errors.</li> </ul>	<ul style="list-style-type: none"> <li>Explore how shapes and empty spaces (negative spaces) can be shown using 3D forms.</li> <li>Experiment with different materials to learn how to <b>join</b> them and make <b>free-standing structures</b>.</li> <li>Create sculptures inspired by artists <b>Anthony Caro</b> and <b>Ruth Asawa</b>.</li> </ul>	<p><b>What can archaeological evidence tell us about Iron Age Britain?</b></p> <p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>Compare how iron improved daily life compared with bronze.</li> <li>Know that iron was stronger and replaced bronze for many tools and objects.</li> </ul> <p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>See how weapons, tools and personal items developed in the Iron Age.</li> <li>Know that trading increased.</li> <li>Understand that change was slow and many things stayed the same for long periods.</li> </ul> <p><b>Sources</b></p> <ul style="list-style-type: none"> <li>Know that archaeologists use artefacts and hillforts to learn about the Iron Age.</li> <li>Understand that there are no written records, so we rely on physical evidence and modern dating methods.</li> <li>Recognise that new discoveries update our knowledge.</li> </ul>



<ul style="list-style-type: none"> <li>• Infer characters' feelings, thoughts and motives from their actions, and explain these using evidence from the text.</li> <li>• Predict what might happen next using clues that are stated or implied in the story.</li> <li>• Identify the main ideas across several paragraphs and summarise them clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the names of the strings and how to hold the ukulele correctly.</li> <li>• Practise basic strumming patterns to play simple rhythms.</li> <li>• Learn and play a few basic chords (e.g., C, F, G).</li> <li>• Combine chords and strumming to play simple songs.</li> <li>• Develop listening skills by following along with a beat or rhythm.</li> <li>• Explore dynamics (loud and soft) and tempo (fast and slow) while playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service.</li> <li>• Make clear links between the Mool Mantar and Sikh beliefs and Actions.</li> <li>• Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</li> <li>• Make simple links between the life of at least one of the Gurus and some actions.</li> <li>• Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa).</li> <li>• Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</li> <li>• Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today.</li> <li>• Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and, in the world, today.</li> <li>• Talk about what they have learned and whether they have changed their thinking.</li> </ul>	<p><b>Gymnastics</b></p> <ol style="list-style-type: none"> <li>1. to show full extension during a balance.</li> <li>2. to move in and out of contrasting shapes with fluency.</li> <li>3. to perform a sequence using different types of rolls.</li> <li>4. to perform powerful jumps from low apparatus.</li> <li>5. to perform in unison with a partner.</li> <li>6. to create a group performance using contrasting actions.</li> </ol> <p><b>Handball</b></p> <ol style="list-style-type: none"> <li>1. to use the ready position to catch effectively.</li> <li>2. to perform accurate passes in different situations.</li> <li>3. to move the ball using the three step rule.</li> <li>4. to prevent the ball from being passed by blocking and intercepting.</li> <li>5. to use quick effective passes to attack as a team.</li> <li>6. to develop accurate passing and move into space in a game.</li> </ol>	<ul style="list-style-type: none"> <li>• Problem solving by suggesting potential features on a micro:bit and justifying my ideas.</li> <li>• Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge.</li> <li>• Developing design ideas through annotated sketches to create a product concept.</li> <li>• Developing design criteria to respond to a design brief.</li> <li>• Following a list of design requirements.</li> <li>• Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.</li> <li>• Analysing and evaluating an existing product.</li> <li>• Using feedback from peers to improve a design.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what you could do to make a situation less risky or not risky at all.</li> <li>• Talk about why medicines can be helpful or harmful.</li> <li>• Give a few examples about how to keep personal details safe online, and explain why information you see online might not always be true.</li> </ul>
<p><b>At Home:</b></p> <p>Read with your children at least 4 times a week.</p> <p>Use a variety of school, home and library books.</p> <p>Read to your child. Use picture books or animations with the sound turned off and ask your child to narrate the story to you.</p>	<p><b>At Home:</b></p> <p>Listen to a variety of music whenever possible, encourage children to pick their favourites, and sing, clap or move along to the beat.</p>	<p><b>At Home:</b></p> <p>Research the different Gurus and create a poster all about their favourite giving reasons why.</p>	<p><b>At Home:</b></p> <p>Take every opportunity to be active at home or outside, practising balancing, stretching, jumping, and throwing skills, and play handball or other ball games to build coordination and fitness.</p>	<p><b>At Home:</b></p> <p>Encourage your child to explore wearable technology at home or in shops, noting different features, thinking about how they work, and discussing which ideas they would use or improve in their own design.</p>	<p><b>At Home:</b></p> <p>Ask your child to look at everyday situations at home or online and talk together about how to make them safer,</p>

More detail as to content of the Year 3 Curriculum can be found on the school website.