

PE Timetable

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|-----------|---|
| Indoor PE | Tuesday |
| Games/PE | Thursday |
| Swimming | Starting Tuesday 31st Oct (6 x one hour sessions) |

PE Kit should be brought to school on Monday and remain in school all week.

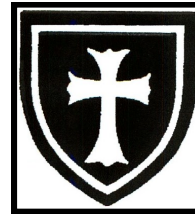
Home Learning

Home learning activities will be set on Friday and need to be handed in by the following **Wednesday**.

Spellings will be set on Wednesday to be tested the following **Wednesday**. There will also be a second list of spellings each week that will be tested at the end of the half-term.

Please continue to hear your child read regularly at home (at least 3 times a week) and sign your child's reading record to show this. Try to ask questions about the text to develop your child's reading comprehension skills.

What? Why? When? Where? How?



All Saints C. of E. Primary School and
Nursery

Curriculum Plan
2017-18
Year 3



Dear Parent

This curriculum plan is designed to give you information about the main topics and themes which are planned to be taught to your child during the academic year 2017-18. We hope that this will be of assistance to you should you wish, for example, to visit the library or plan visits around these.

Please note that this plan is subject to adaptation if and when necessary.

Class Teacher: Mrs K Whitby

Curriculum Plan 2017-18
Foundation Subjects

| Subject | Autumn Term | Spring Term | Summer Term |
|--------------------------------|--|---|--|
| Science | Animals & humans: healthy eating and healthy bodies Light and shadows | Rocks, fossils and soils Forces and magnets | Plants Roots and shoots Flowers, fruits and seeds |
| Computing | We can stay safe online. We are programmers and bug fixers. | We are network engineers We are opinion pollsters | We are communicators We are presenters |
| Religious Education | Creation—What do Christians learn from the creation story? Incarnation— What is the Trinity? | Gospel—What kind of world did Jesus want? Salvation—Why do Christians call the day Jesus died 'Good Friday'? | Sikhism: What does it mean to be a Sikh? |
| PSHE | Health and Wellbeing | Relationships | Living in the Wider World |

Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2-D shapes.

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

Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare durations of events [for example, to calculate the time taken by particular events or tasks].

Geometry (Shape)

Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

Geometry-Position and Direction

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.

Statistics

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 and pictograms and tables.

Reading- Word Reading

Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading -Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes;
- using dictionaries to check the meaning of words that they have read;
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
- identifying themes and conventions in a wide range of books;
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- discussing words and phrases that capture the reader's interest and imagination;
- recognising some different forms of poetry [for example, free verse, narrative poetry].

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
- asking questions to improve their understanding of a text;
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- predicting what might happen from details stated and implied;
- identifying main ideas drawn from more than one paragraph and summarising these;
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing -Transcription (Spelling)

Use further prefixes and suffixes and understand how to add them .
Spell further homophones.
Spell words that are often misspelt.
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
Use the first two or three letters of a word to check its spelling in a dictionary.
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Increase the legibility, consistency and quality of their handwriting.

Writing Composition

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
Discussing and recording ideas.

Draft and write by:

Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ;
Organising paragraphs around a theme;
In narratives, creating settings, characters and plot;
In non-narrative material, using simple organisational devices [for example, headings and sub-headings] .

Evaluate and edit by:

Assessing the effectiveness of their own and others' writing and suggesting improvements;
Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences;
Proof-reading for spelling and punctuation errors;
Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing -Vocabulary, composition, grammar and punctuation

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
Use the present perfect form of verbs in contrast to the past tense.
Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
Use conjunctions, adverbs and prepositions to express time and cause.
Use fronted adverbials.
Use commas after fronted adverbials.
Indicate possession by using the possessive apostrophe with plural nouns.
Use and punctuate direct speech.
Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

National Curriculum
Maths Expectations Year 3

Number

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.

Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)

Compare and order numbers up to 1,000.

Identify, represent and estimate numbers using different representations.

Read and write numbers up to 1,000 in numerals and in words.

Solve number problems and practical problems involving these ideas.

Add and subtract numbers mentally, including:

A three-digit number and 1s

A three-digit number and 10s

A three-digit number and 100s.

Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

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.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions

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.

Recognise and show, using diagrams, equivalent fractions with small denominators.

Add and subtract fractions with the same denominator within one whole [for

example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

| Subject | Autumn Term | Spring Term | Summer Term |
|---------------------|---|---|---|
| History | From Stone to Iron | Meet the Romans | Escape From Pompeii |
| Geography | Location, Location, Location | Extreme Earth | Bella Italia |
| Design & Technology | Construction Build a Body | Pneumatic Models Making Volcanoes | Food technology Making Italian Bread |
| Art | Sketch and Shade | Pattern-tastic | Natural Beauty |
| Physical Education | Gymnastics Swimming All 4 Sports Games | Gymnastics Dance All 4 Sports Games | Athletics Orienteering All 4 Sports Games |
| Music | Exploring descriptive sounds Exploring rhythmic patterns | Exploring arrangements Exploring pentatonic scales | Learning the recorder |
| French | L'école de Singes | Monsieur Bonhomme de Neige | Le Petit Chaperon Rouge |