

WHAT WILL WE BE LEARNING AT SCHOOL THIS YEAR?



An overview of the work being carried out in Year 3 during the **Autumn term**.

R.E.

We will be studying the following topics:

Homes

- Exploring the joys and sorrows of being a family at home.
- Reveal God's vision for every family.

Promises

- Explore how belonging to a group involves promises and rules.
- Reveal the meaning of the promises made at Baptism.

Visitors

- Explore the demands and joys of visitors.
- Reveal that Advent is a time of waiting to celebrate Jesus' coming at Christmas.

World Religions

Judaism

- Explore the special places: the synagogue and its importance especially for the community.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 2 curriculum to be taught alongside Year 3 objectives.

English

Reading:

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

At this stage, **word reading skills** (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (**comprehension**). In comprehension children will be taught key skills to enable them to read and **develop positive attitudes** to reading and **understanding** what they have read.

We will:

- **Read age appropriate books aloud with intonation, confidence and fluency for a range of purposes.**
- **Reading stories with a familiar setting, using expression and taking particular note of full stops, commas and question marks. (Y2)**
- **Re-reading books to build up their fluency and confidence. (Y2)**
- Listen to and discuss a wide range of fiction, poetry, plays and non-fiction.
- **Increase familiarity of fairy stories, myths and legends and orally retell them.**
- Develop word knowledge to understand new vocabulary in context.
- **Answering questions by referring back to key words in the text to support an answer. (Y2)**
- Ask questions to improve their understanding of a text.
- Use dictionaries to check the meaning of words that they have read.
- Record and retrieve information from non-fiction texts.
- **Check that the text makes sense to them.**
- **Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. (Y2/3)**

- **Predict what might happen from details stated.**
- Identify the main ideas drawn from more than one paragraph.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Consider the effect of the author's choice of language.

Spelling:

Children will begin to learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. They will be taught spelling patterns and conventions, building on the spellings taught in Year 2.

- Adding suffixes beginning with vowel letters to words of more than one syllable
- More **prefixes**
- The suffix –ous
- Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
- Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)
- Possessive apostrophe with plural words
- Homophones and near-homophones
- **Use correctly spelt common exception words regularly. (Y2)**

Handwriting:

This will continue to be taught, building on the joined writing started in Year 2 to develop and increase consistency and fluency throughout their independent writing.

We will:

- **Begin to use ideas from own reading and modelled examples to plan writing.**
- Composing sentences orally before writing.
- **Demonstrate an increasing understanding of audience and purpose.**
- **Write about real events, recording these coherently and clearly. (Y2)**
- **Begin to create settings, characters and plot in narratives.**
- **Begin to organize writing into paragraphs around a theme.**
- **Begin to use simple structure of a wider range of a wider range of text types (use of simple layout devices in non-fiction)**
- Assess the effectiveness of their own and others' writing and suggest improvements – edit and improve.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- **Use present and past tense correctly and consistently. (Y2)**
- Proof-read for spelling and punctuation errors.
- Check whether their work makes sense.

Write for a range of purposes and genres.

- Stories with a familiar setting, focusing on character and mood, descriptive writing
- Information report writing
- Non-chronological report writing
- Instructions
- Shape poetry
- Letters

In Grammar lessons we will:

- **Maintain accurate punctuation to demarcate the beginning and end of sentences. (Y2)**

- Revisit basic punctuation, (question marks, exclamation marks and apostrophe for possession and contraction). (Y2/3)
- **Use commas to indicate items in a list.**
- Express 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]
- Use the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
- Use the apostrophe for contraction. (Y2/3)

In **Mathematics** we will be working on:

Place Value and Numbers:

- Count from 0 in multiples of 4, 8, 50 and 100
- **Read and write numbers to at least 1000 in numerals and in words/ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)**
- **Using place value in a two-digit number to solve problems. (Y2)**
- **Partitioning any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus. (Y2)**
- Reading and writing numbers to at least up to 1000 in numerals and words.
- Comparing, ordering and understanding place value of 2 and 3 digit numbers.
- Compare and order numbers up to 1000
- **Find 10 or 100 more or less than a given number**
- Identify, represent and estimate numbers using different representations.
- Solve number problems and practical problems involving these ideas
- **Know the value of each digit in a 3 digit number.**
- **Recalling all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20. (Y2)**
- **Adding and subtracting any 2 two-digit numbers using an efficient strategy, explaining methods verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$). (Y2)**
- **Add and subtract numbers mentally, including:- a three-digit number and / ones /- a three-digit number and tens /- a three-digit number and hundreds**
- **Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction.**
- **Add and subtract amounts of money to give change, using both £ and p in practical contexts.**
- Estimating and checking calculations
- Estimate the answer to a calculation and use inverse operations to check answers
- Solving addition and subtraction problems including those with missing numbers
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication:

- **Counting forwards and backwards in steps of 2, 3 and 5 from 0 and in 10s from any number. (Y2)**
- **Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary. (Y2)**
- 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, progressing to efficient written methods.**
- Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement:

- **Measure, add and subtract lengths (m/cm/mm) / Compare lengths (m/cm/mm)**

In **Science** we will be learning about: **Magnets – we will:**

- Explore that forces need contact with two objects but magnets attract or repel at a distance.
- Explore everyday materials and identify their properties.
- Describe magnets as having two poles and predict whether two magnets will attract or repel.

Rocks and Soils- we will:

- Compare and group together different types of rock based on their properties.
- We will learn how fossils are formed and be able to recognise that soils are made from rocks and organic matter.
- Ask relevant questions.
- Set up simple, practical enquiries (fair tests).
- Make systematic and careful observations.
- Gather, record, classify and present data.
- Record findings (bar charts and graphs).
- Report on findings.
- Use results to draw simple conclusions.
- Identify differences and similarities.
- Use scientific evidence to answer questions.

In **Computing** our topics are:

Emailing – we will:

- Understand what email is used for and to send an email.
- Edit email content and add an attachment.
- Understand the importance of being kind online and what this looks like.
- Understand that cyberbullying involves being unkind online.
- Understand that not all emails are genuine.

Journey inside a computer – we will:

- Learn about the different forms of inputs and outputs and their functions, pupils develop their understanding that computers follows instructions.
- Consolidate their understanding of the different components of a computer, children build a paper version of a laptop, describing the purpose of the various parts.
- Understand the purpose of computer parts, explain that it is made up of many parts and suggest the purpose of each part.
- Follow an algorithm.

In **Geography** we will be learning about: **Volcanoes and Earthquakes**

- Revise locating and identifying the different continents on a world map.
- Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.

- Describe and understand key aspects of physical geography – mountains, volcanoes and earthquakes.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of the compass, 4 and 6 fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.
- Identify the position and significance of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.

In **History** we will be learning about:

- The Late Neolithic, Bronze and Iron Ages and how their farming methods, religion, tribal kingdoms and art changed over time.
- We will be looking at the history of our own area.
- Finding evidence in historical documents.

In **Art and D.T** we will be learning how to:

- Mix colours from the colour wheel.
- Experiment with various pencils to explore tone and texture.
- We will be creating our own mini versions of wattle and daub walls and exploring structural and scientific elements of construction.
- We will share our ideas, then experiment with new mediums whilst developing a range of art and design techniques.

In **Music** we will be exploring:

- Sounds - using duration, tempo, structure, beat and rhythm.
- How to play an instrument – the glockenspiel.
- Create a soundscapes to link with our History topic.

In **P.E.** we will be exploring:

- Tension, stretches and body shapes in gymnastics – linking this to our Science and Maths topics.
- Different ball skills and developing throwing and catching techniques.
- Our own dance creations using individual, partnered and group sequences.
- Movements using shape, balance and travelling.
- Actions to improve fluency.
- Control and fluency when performing.

In **French** we will be:

- Learning simple greetings and talking about our brothers and sisters. All of this will be done through a range of songs, rhyme, games and conversations to develop listening and understanding of the language.
- Recognising some familiar words in written form.
- Listening attentively and understanding common classroom instructions.

In **PSHE** we will be focusing on: **Relationships**

Feelings and Emotions:

- Recognise and respond appropriately to a wider range of feelings in others.
- Learn about different types of behavior and how this can make others feel.
- Know that bodies and feelings can be hurt.

Healthy Relationships

- Recognise what constitutes a healthy relationship and develop the skills to form and maintain healthy relationships. (listening to each other and playing cooperatively)
 - Recognise different types of relationships, including those between people they know, friends, relatives and family. (appropriate and inappropriate touch)
- Learn that their actions affect themselves and others.
- Work collaboratively towards shared goals.

Valuing Difference:

- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).
- Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

Attitudes and dispositions for Year 3:

- We will be working on the attitudes and dispositions identified as being appropriate for Year Three pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.

An overview of the work being carried out in Year 3 during the **Spring term.**

R.E.

We will be studying the following topics:

Journeys

- Explore a journey through a year.
- Reveal the Christian family's journey with Jesus through the Church's year.

Listening and sharing

- Explore listening and sharing with one another.
- Revealing the importance of listening to the Word of God and sharing in Holy Communion.

Giving All

- Explore how people give themselves.
- Reveal that Lent is a time to remember Jesus' total giving for us.

World Religion

Hinduism

- Explore the Mandir as a special place for Hindus and its importance to the community.
- Study the symbols, holy sounds and prayers synonymous with this faith.

In line with Government expectation, we have implemented a recovery curriculum containing key elements of the Year 2 curriculum to be taught alongside Year 3 objectives.

In **English** we will be working on:

Reading:

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In Year 3, **word reading skills** (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (**comprehension**). In comprehension children will be taught key skills to enable them to read and **develop positive attitudes** to reading and **understanding** what they have read. We will, for example:

- Reading and discussing a range of fiction, poetry and non-fiction as a class and individually.
- When retrieving information check that the text makes sense.
- **Answering questions by referring back to specific parts of the text. (Y2)**
- Discuss their understanding of the text.
- Drawing and justifying inferences of characters feelings, thoughts and motives.(Y2/3)
- **Making inferences about characters from what they say and do. (Y2)**
- Justify inferences with evidence from the text.
- **Using expression, intonation and tone when reading writing.**
- Apply their growing knowledge of root words, suffixes and prefixes to read words aloud.
- Try out different pronunciations when tackling longer words.
- **Increase familiarity of fairy stories, myths and legends and orally retell them.**
- **Predict what might happen in the story.**
- **Discuss words and phrases that might capture their interest and imagination.**
- **Discussing favourite authors and explaining preferences. (Y2)**

Writing:

- Begin to use ideas from own reading and modelled examples to plan writing.
- Demonstrate an increasing understanding of purpose and audience.
- **Write their own stories using taught structure and building stamina through writing longer pieces. (Y2)**
- **Use a variety of adjectives, adverbs, conjunctions, sentence openers and verbs to engage the reader. (Y2)**
- Begin to use structure of a wider range of text types (use of simple layout devices in non-fiction).
- Make deliberate ambitious word choices to add detail.
- Begin to create settings, characters and plot in narratives.
- Begin to organise writing into paragraphs around a theme.
- **Use present and past tense mostly correctly and consistently. (Y2)**
- Maintain the correct tense (including present perfect tense) throughout a piece of writing.

Write for a range of purposes and genres.

- Poetry
- Recount – Dairy entry
- Explanations
- Letters
- Stories with a familiar setting, focusing on character and mood.
- Non-chronological report

In Grammar lessons we will work on:

- **Maintain accurate punctuation to demarcate the beginning and end of sentences. (Y2)**
- Use punctuation from previous years: inverted commas for speech, apostrophe for possession and contraction.
- Use subordinate clauses.
- **Regularly use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. (Y2)**
- Begin to use conjunctions, adverbs and prepositions to show time, place and cause.

- Use 'a' or 'an' correctly most of the time.

Spelling:

Children should learn to spell new words correctly and have opportunities to practise spelling skills. This includes the spelling of many words with suffixes, prefixes and homophones. They will learn and use the words included in Appendix 1 of the National Curriculum for years 3 & 4. Some children will continue to focus on spelling patterns and conventions, building on the spellings taught in Year 2.

- **Spell many words with suffixes correctly, e.g. adoration, sadly, angrily.**
- **Spell many words with prefixes correctly, e.g. submarine, immature, supermarket.**
- **To continue using and spelling homophones correctly, e.g. which and witch.**
- **Spell some of the Year 3 and 4 statutory spelling words correctly.**
- Words with the /j/ sound spelt ch (mostly French in origin)
- Words spelt with ei, eigh and ey.
- **Introduce homophones (there/their, hear/ here, sea/see, to/too/two). (Y2)**
- **Spell homophones correctly (fare/fair, male/mail, great/grate, missed/mist, rein/reign/rain).**

Handwriting:

- **Continue to focus on using diagonal strokes needed to join lower case letters.**

In **Mathematics** we will be working on:

Numbers:

- **Counting on from zero in 4s, 8s, 50 and 100s.**
- **Find 10 or 100 more or less than a given number**
- Identify, represent and estimate numbers using different representations.
- Solve number problems and practical problems involving these ideas
- **Know the value of each digit in a 3 digit number.**
- **Recalling all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20. (Y2)**
- **Adding and subtracting any 2 two-digit numbers using an efficient strategy, explaining methods verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$). (Y2)**
- **Add and subtract numbers mentally, including:- a three-digit number and / ones /- a three-digit number and tens /- a three-digit number and hundreds**
- **Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction.**
- **Add and subtract amounts of money to give change, using both £ and p in practical contexts.**

Multiplication:

- **Recalling multiplication and division facts for 2, 5 and 10 and use them to solve problems, demonstrating an understanding of commutativity as necessary. (Y2)**
- **Revising X3 and learn X4 tables and learning X8 relating to division facts.**
- Solving multiplication, simple division and missing number problems.
- **Solve multiplication and division problems – using arrays, repeated addition, mental methods. (Y2)**

- **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, progressing to efficient written methods.**
- Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement:

- Measuring the perimeter of simple 2D shapes.
- **Combining amounts of money to make a particular value. (50p, £1.00, £2.00) (Y2)**
- In practical contexts, add and subtract money, giving change in £ and p.
- **Telling the time from analogue, 12 hour clocks** (recognising Roman numerals).
- **Reading the time on a clock to the nearest 15 minutes. (Y2)**
- Recognise Roman numerals on a clock.
- Be able to work out the amount of time taken for particular events.
- Know the number of seconds in a minute, and the number of days in each month, year and leap year.
- Estimate and read time to the nearest minute.
- Compare time in seconds, minutes and hours.
- Be able to use o'clock, a.m., p.m., morning, afternoon, noon and midnight.
- Identifying symmetry linked to Art – including repeated patterns and tessellations.
- Measuring and weighing, fractions of amounts linked to food preparation.

In **Science** we will be learning about:

Light and shadows

- We will explore the wonders of light focusing on how reflections and shadows are created.
- We will explore mirrors, their history and their uses.
- We will work scientifically to record observations of light and try to make sense of them.

Plants: How does your garden grow?

- Building upon previous learning we will identify and name the key parts of a plant and explore their functions.
- We will explore the requirements of plants for life and growth
- We will work scientifically to observe, record and evaluate how plants transport water.
- We will explore the part that flowers play in the life cycle of flowering plants (pollination, seed dispersal).

Scientific practical investigations

- We will ask relevant questions and use different types of scientific enquiries to answer them.
- We will look at what makes a fair test and learn how to select equipment and materials to make it so.
- We will work scientifically to predict and create a fair investigation and report our findings from these enquiries.

In **Computing** our topics are:

Programming – Scratch

- To know how to incorporate loops to make code more efficient.
- To understand how to remix an existing code.

- To use a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.
- To use decomposition to explore the code behind an animation.
- To use repetition in programs.

Digital Literacy –

- Create a storyboard to plan their book trailers, identifying the key events in their chosen story.
- Using digital devices, pupils take photos and videos, framing their shots to achieve desired effects.
- Import footage from the previous lesson into film editing software and record and add sounds, music and voiceover to their videos.
- Learn about different transition styles, pupils add transitions between the different shots in their videos as well as text on screen.
- Evaluate their trailers against agreed class success criteria, articulating what makes a successful book trailer and discussing ideas for sharing book recommendations.

In **Geography** we will be learning about:

Our local area-

- Make observations about where things are e.g. within school or local area.
- Express their own views about their environment, make appropriate observations about why things happen and analyse evidence.
- Field work - Draw simple features they observe in their environment.
- Use a prepared questionnaire to collect information.
- Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Describe what places look like, where buildings are situated, how land is used.
- Identify the similarities and differences between places.

In **History** we will be learning about:

Kings and Queens:

- We will develop an awareness of the past, knowing where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about the connection with present-day society.
- To develop our knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline some significant British monarchs since 1066.
- To explore the life of Richard III and evaluate the evidence as well as differing perspectives.

In **Art** we will be:

- Studying observational drawings focusing on patterns.
- Using drawing, sketching and painting to develop and share our ideas, experiences and imagination for patterns whilst developing a wide range of art and design techniques.
- Observing and drawing shapes as accurately as possible, creating these in different mediums.
- Recording and exploring our ideas using our sketch books.

In **Design and Technology** we will be:

- Learning about healthy sandwiches.

- Creating a design for a sandwich; making the product whilst learning basic food preparations, techniques and evaluating the chosen idea against the brief.
- Writing instructions in English.

In **Music** we will be:

- Learning songs and performing the Easter Passion Play at school and church.
- Responding to a piece of music – considering repeated rhythms and repetition.

In **P.E.** we will be exploring:

- Techniques and tactics for hockey and try to incorporate these into the game.
- How to respond to stimuli using language and movement.
- New actions with a partner, incorporating different qualities and dynamics into our movements.
- We will use a range of techniques and tactics to keep possession and control of the ball.

In **French** we will be learning how to:

- Say the months of the year and days of the week.
- Ask questions and respond to simple instructions.
- Say numbers to 20.
- Say parts of the body.
- Begin to describe parts of the body.(e.g. eyes and hair)
- Practice pronunciation and start to read familiar words.

In **PSHE** we will be:

Working on the attitudes and dispositions identified as being appropriate for Year Three pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.

Going for Goals: The New Normal

- Recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To resolve differences by looking at alternatives, making decisions and explaining choices;
- To recognise the different risks in different situations and then decide how to behave responsibly.

Good To Be Me:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

An overview of the work being carried out in Year 3 during the **Summer term**.

R.E.

We will be studying the following topics:

Energy

- Explore the energy of fire and wind.

- Reveal the wonder and power of the Holy Spirit.

Choices

- Explore that choices have consequences.
- Reveal the importance of a conscience in making decisions.

Special Places

- Explore that everyone has a special place.
- Reveal the special places for Jesus and the Christian community.

In **English** we will be working on:

Reading:

This part of the curriculum is broken down into 'word reading' and 'comprehension'.

In Year 3, **word reading skills** (including phonics) will continue to be taught, but the main focus will be helping children to understand what they are reading (**comprehension**). In comprehension children will be taught key skills to enable them to read and **develop positive attitudes** to reading and **understanding** what they have read. We will, for example:

- Listen to and discuss a wide range of fiction, poetry, plays and non-fiction.
- **Read and discuss a range of fiction, poetry and non-fiction as a class and individually.**
- Discussing how and why the author has written in a certain style.
- **Check that the text makes sense.**
- **Discuss their understanding of the text.**
- Drawing and justifying inferences of characters feelings, thoughts and motives.
- Justify inferences with evidence from the text.
- **Using expression, intonation and tone when reading writing.**
- Apply their growing knowledge of root words, suffixes and prefixes to read words aloud.
- Try out different pronunciations when tackling longer words.
- **Increase familiarity of fairy stories, myths and legends and orally retell them.**
- Identify themes and conventions in a range of books.
- **Predict what might happen from details implied.**
- **Predict what might happen from details stated.**
- Recognise some different forms of poetry.
- **Discuss words and phrases that might capture their interest and imagination.**
- Participate in discussion about books read as a class.
- Participate in discussion about books read independently.

In Writing:

- **Begin to use ideas from own reading and modelled examples to plan writing.**
- **Demonstrate an increasing understanding of purpose and audience.**
- **Begin to use structure of a wider range of text types (use of simple layout devices in non-fiction).**
- **Make deliberate ambitious word choices to add detail.**
- **Begin to create settings, characters and plot in narratives.**
- **Begin to organise writing into paragraphs around a theme.**
- **Maintain the correct tense (including present perfect tense) throughout a piece of writing.**
- **Use punctuation from previous years: inverted commas for speech, apostrophe for possession and contraction.**
- Placing the possessive apostrophe accurately in words with regular plurals.
- **Use subordinate clauses.**

- **Begin to use conjunctions, adverbs and prepositions to show time, place and cause.**
- **Use 'a' or 'an' correctly most of the time.**
- Proof-read theirs and others' work to check for errors, suggesting and making improvements.
- Make deliberate ambitious word choices to add detail, effect and to engage the reader.
- Maintain the correct tense throughout a piece of writing with accurate subject/verb agreement.
- Use subordinate clauses (sometimes in varied positions).

Writing for a range of purposes:

- Poetry
- Stories with a familiar setting, focusing on character and mood.
- Adventure and mystery stories

Spelling:

- **Spell many words with suffixes correctly, e.g. usually, poisonous, adoration.**
- **Begin to spell homophones correctly, e.g. which and witch.**
- **Spell some of the Year 3 and 4 statutory spelling words correctly.**
- Words with the /ʃ/ sound spelt ch (mostly French in origin)
- Use punctuation from previous years, and use full stops and commas relating to direct speech.

In Grammar lessons we will work on:

- **Use punctuation from previous years: inverted commas for speech, apostrophe for possession and contraction.**
- **Use subordinate clauses.**
- **Begin to use conjunctions, adverbs and prepositions to show time, place and cause.**
- **Use 'a' or 'an' correctly most of the time.**

Handwriting:

- **Use a neat, joined handwriting style with increasing accuracy.**

In Mathematics we will be working on:

Numbers:

- **Add and subtract numbers mentally, including:- a three-digit number and / ones /- a three-digit number and tens /- a three-digit number and hundreds**
- **Add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction**
- **Add and subtract amounts of money to give change, using both £ and p in**
- Estimate the answer to a calculation and use inverse operations to check answers
- Solving addition and subtraction problems including those with missing numbers

Multiplication:

- **Revise and recall and consolidate the use of 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, progressing to efficient written methods.**
- Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measurement:

- **Measure, add and subtract mass (kg/g)** / Compare mass (kg/g)
- **Measure the perimeter of simple 2-D shapes**
- Measure, add and subtract volume/capacity (l/ml) Compare volume/capacity (l/ml)

Geometry:

- Draw 2D and make 3D shapes using modelling materials.
- Recognise described 3D shapes in different orientations.
- Recognise that two right angles make a half turn, three make a $\frac{3}{4}$ turn and four make a complete turn.
- Identify right angles and those that are less than or more than a right angle.
- Identify horizontal/ vertical lines and pairs of perpendicular and parallel lines.

Statistics:

- Interpret and present data using bar charts, pictograms and tables.
Solve one and two step questions using information presented in scaled bar charts, pictograms and tables.

In **Science** we will be learning about: **Skeletons**

- We will explore and identify the different types of skeletons that humans and animals have.
- We will identify the functions and purposes of the bones and muscles for support, protection and movement.
- We will identify that animals need the right amounts of nutrition for health and cannot make their own food; that they get nutrition from what they eat.

Scientific practical investigations

- We will ask relevant questions and use different types of scientific enquiries to answer them.
- We will look at what makes a fair test and learn how to select equipment and materials to make it so.
- We will work scientifically to predict and create a fair investigation and report our findings from these enquiries.

In **Computing** our topics are:

Programming 'Scratch' –

- Familiarise themselves with 'Scratch': predicting, exploring and explaining as they go, learn how to create 'sprites' and 'tinker' to explore the functionality of the different blocks available.
- Using Scratch, children create musical instruments using either the 'sound' blocks, real musical notes or by selecting sounds from the library, using 'loops' to create the repetition found in most music pieces.
- 'Remix' an animation and make it their own by altering the program's code, following a set of challenges or suggested alterations to the animations.
- After practicing how to debug code independently, pupils consider the plot in the animation 'Storytelling', then remix it to complete the story by creating a middle and an end and adding speech.
- Explain the action and algorithm, represent the code on paper before programming it into Scratch to replicate the original.

Networks

- Learn what is meant by the terms 'network', 'device' and 'wireless', which are essential to their understanding of what a network is and its purpose.
- Identify different components of their school network and create a map to show findings.

- Create an animation to show their understanding of how a file is shared between two devices on a network.
- Apply their knowledge of a file's journey in a new context to help them understand how other real world networks operate.

In **Geography** we will be learning about:

- Human geography and the trade links in the pre-Roman and Roman era (links with our History topic).
- The locations of the world's volcanic and earthquake regions and study Pompeii.
- The types of rocks where fossils are most prevalent (linking our learning back to our rocks and soils topic).

In **History** we will be learning about:

- The Romans.
- Julius Caesar's Empire and the invasion of Britain.
- Boudica's resistance and the Romanisation of Britain; its influence and the reasons for its downfall.

In **Art** we will be:

- Studying the positive and negative space on a page linked to the creation of fossil type drawings and 3D models from layers of paper on card.
- Exploring sculpture by creating moulds and casts impressions in clay and plaster.
- Studying the human body proportions.
- Exploring shadow inspired photography
- Creating Roman mosaics.

In **Design and Technology** we will be:

- Learning how to build a photo frame, understanding how to stiffen materials and make a stable structure.
- Creating designs make products and evaluate the chosen idea.
- Linking this to our Art topic of portraits.

In **Music** we will be exploring:

- Basic notation.
- How to read music.
- Using body percussion linked to our topic of skeletons in Science.

In **P.E.** we will be exploring:

Athletics.

- We will learn to master select skills and actions and use them appropriately with the correct control and coordination.
- We will learn a variety of techniques suitable for specific skills and disciplines.

In **French** we will be learning how to:

- Identify members of our family.
- Say the alphabet
- Use basic prepositions 'sur' and 'dans' to describe position.
- Say numbers to 30.
- Say the months of the year.

In **PSHE** we will be:

Working on the attributes and dispositions identified as being appropriate for Year Three pupils – these will be ongoing throughout the year and will be revisited and reinforced constantly.

Relationships:

- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- To be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships. (Link to the work we do in RE)

Changes:

- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action;