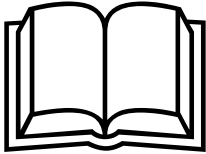




## Deanery C.E. Primary School (Voluntary Aided)

Programme of Work in Year 3  
AUTUMN TERM 2016

English



### **READING**

Most children continue to develop reading comprehension using a range of strategies. They are becoming aware of varying text organisation and style. They identify and talk about the main points of a passage. Children in Year 3 need to be able to use underlying typical themes, plots and ideas of stories to make predictions. They need to use questions about how and why authors use certain words and features to express and describe ideas. The tasks for the Year 3 readers are to develop reading stamina and fluency and to widen their reading range across fiction, poetry and non-fiction.

During the year, most children share and compare reasons for reading preferences and extend the range of books they read. They become more aware of authors, recognising common settings, characters or themes in an author's work. Children learn how to discuss and record their reaction to texts they have read, making simple evaluations and giving their reasons. They are encouraged to develop personal tastes in authors and genres but also to try to keep an open approach to trying new ones.

### **WRITING**

Narrative writing develops both in length and in structure, using good models from personal reading, direct teaching and stories read aloud. Children should begin to organise work into paragraphs. Learners should be increasingly using ambitious vocabulary, punctuation and varied sentence construction to help engage the reader.

### **BIG WRITING**








This regular extended writing session is intended to develop the children's writing ability in terms of the key areas of the curriculum: composition, transcription, grammar and punctuation, as well as their children's own individual writing targets. The piece will follow a theme being studied in class that week but will take place at different times of the week and in different contexts.



### **SPELLING**

By the beginning of Year 3 it is expected that most children have acquired a sizable vocabulary of words they can access automatically for reading and spelling. Their broad knowledge of the phonic code and growing understanding of the morphemic structure of words enable them to learn to read and spell new words independently. A spelling programme will be introduced that involves children learning a group of words every week that are matched to different spelling abilities within the class. These sets of spellings follow particular spelling rules that will be taught in class every week. Children will be shown different techniques that they can use to help them learn their weekly spellings at home that will be tested the following week.

### **HANDWRITING**

Teachers continue to teach and to provide practice time to support the correct formation of the four basic handwriting joins from Year 2. The majority of children use these in independent writing. They write with consistency in size and proportion of letters and spacing within and between words.

<p>Mathematical Development</p> 	<p>By the end of Key Stage 1, most children have a range of counting skills using whole-number steps.</p> <p>At the start of Year 3, the majority of children have a stronger understanding of the number system and of the four operations. They solve problems set in different contexts, recording the steps and information used, and checking solutions. They describe patterns that they observe, begin to make predictions and test them with examples. Children continue to develop and use informal and formal written methods of calculation, supported by practical methods, while drawing on more secure recall and mental skills. They visualise and recognise simple properties of 2D and 3D shapes. They use standard units of measure, including units of time.</p>
<p>Science</p> 	<p><b><u>Animals including humans</u></b> Children develop the knowledge that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Children also develop their understanding that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b><u>Rocks</u></b> Children develop their skills in comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties. They begin to describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.</p>
<p>R.E.</p> 	<p><b><u>Hinduism and the festival of Diwali</u></b> Using speculation skills and developing understanding of symbols through Diwali and Hindu beliefs.</p>
<p>P.E.</p> 	<p><b><u>Gymnastics, Dance and Multi Skills</u></b> Through gymnastics and dance, children will put together sequences. They will experience a range of moves. In games they will work on a range of 'multi skills' including throwing, catching, balancing and running through a series of set timed challenges and games. PE days are <b>Monday</b> and <b>Wednesday</b></p>
<p>I.C.T.</p> 	<p><b><u>'We are programmers'</u></b> Children will use learn to use basic computer programming software (<i>Scratch</i>) to design and make short animations.</p>
<p>Spanish</p> 	<p><b><u>Cultural understanding and Communication</u></b> Learning facts about Spain Developing facts for:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Asking and answering questions</li> <li>• Having conversations with talk partners</li> <li>• Learning a Spanish greetings song</li> </ul>
<p>P.S.H.E.</p> 	<p><b><u>Dorothy Dot Com:</u></b> The children will continue their Dorothy Dot Com programme of study, working on the key areas of feelings and values.</p>

<p>Creative Curriculum</p> 	<p><b><u>Dinosaurs</u></b>  We will be learning about:</p> <ul style="list-style-type: none"> <li>• The different time periods when dinosaurs lived</li> <li>• How to make a timeline</li> <li>• About the palaeontologists and their work</li> <li>• About different ideas to explain why the dinosaurs died out</li> <li>• How the dinosaurs lived and moved and about what they ate</li> <li>• About how the continents emerged and about the other animals and plants which lived at the same time as the dinosaurs</li> <li>• About the world's continents at the times of dinosaurs</li> </ul> <p><b><u>Changes in Britain from the Stone Age to the Iron Age</u></b>  We will be learning about:</p> <ul style="list-style-type: none"> <li>• Researching through the use of different sources of information</li> <li>• Making simple comparisons between features of different places</li> <li>• Making observations about different geographical features</li> <li>• Placing the time studied on a timeline, sequencing events and increasing language used to discuss time</li> <li>• Finding out about the everyday lives of people of the age, comparing to the modern day</li> <li>• Identifying the reasons for the actions of people from the past</li> <li>• Exploring the roles and purposes of artists and designers working in different times and cultures</li> <li>• Comparing ideas, methods and approaches</li> <li>• Using different media to achieve variations line, texture, tone, colour, shape and pattern</li> </ul>
<p>Homework</p> 	<p><b>Reading</b> is to be done on a daily basis at home (to be recorded and signed in the homework diary by parents). Books are to be returned to the library during Yr3 Library time on <b>Thursday afternoons</b>. There is also the option to change books more frequently at lunch times.  Homework diaries are to be taken home each day and signed weekly by the class teacher and parent.</p> <p><b>Wednesday</b> is homework day! On this day <b>Maths</b> homework will be set using the children's own MyMaths online learning platform or other paper based and due in the following Wednesday. Children's personalised log in and password information can be found inside the front cover of homework diaries.</p> <p><b>English homework</b>  <b>Target books</b> will also be used as an ongoing means of helping children to improve their writing around individual targets set by their teacher. This will be set on a <b>fortnightly</b> basis; the children will be given a suggested theme to write about to help them focus their ideas. The overall aim is for them to build their writing confidence and meet their individual writing targets and this will be focus of the marking.</p>