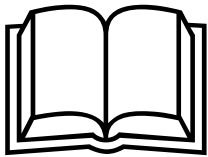




## Deanery C.E. Primary School

Programme of Work in Year 3  
SPRING TERM 2017

English



### READING

Children continue to develop reading fluency and comprehension using a range of strategies. They become more aware of varying text organisation and style. They identify and begin to summarise the main points drawn from different paragraphs. Children in Year 3 will be asked to use underlying typical themes, plots and ideas of stories to make predictions. They need to verbally answer questions about how and why authors use certain words and features to express and describe ideas. Year 3 readers develop their reading stamina and fluency and widen their reading range across fiction, poetry and non-fiction. Teachers use a range of texts to analyse and discuss, as well as developing the range and length of texts to be 'read aloud'.

During the year, with the support of an adult, the children discuss common themes in texts in more detail, including settings, characters or themes in an author's work and begin to talk about their own opinions of texts. Children learn how to discuss their reaction to texts they have read, making simple predictions and inferences and giving their reasons using evidence in the text to support their ideas. They may develop personal tastes, for example avidly reading a series of books by the same author.

### WRITING

Writing develops both in length and in structure, with children using model texts they read to help incorporate the correct style and structure. Children should begin to try to organise work into paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader, as well as developing improved accuracy in more advanced forms of punctuation. They are also growing more confident and accurate in their grammatical awareness and analysis of texts.

### BIG WRITING

This regular session will continue to develop the children's transcription, composition and grammatical skills.

### 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 phonics and growing understanding of the morphemic structure of words (including common prefixes and suffixes) enable them to learn to read and spell new words independently, so their reading and spelling vocabulary can expand rapidly during Year 3. This is a critical year for moving from a primarily phonics based spelling approach to one that takes more account of morphemic word structure and etymology and common 'spelling rules'. The accuracy of spelling high frequency words increases as the year progresses. Spellings will be set on a Friday and tested the following Friday, with children being given a set of spellings to learn appropriate to their ability. There will be a dedicated teaching and practice session given to children in class every week, but children are also expected to devote time at home to help learn the spellings for that week.

### HANDWRITING

Teachers continue to teach and to provide practice time to support the correct formation of the basic handwriting joins. The majority of children use these in independent writing. They are encouraged to write with consistency in size and proportion of letters and spacing within and between words and many will begin to start joining their letters accurately and consistently.

Mathematical  
Development

During the first Spring term, in Year 3, we will be learning:

### Number: Number and place value

- 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 three-digit number (hundreds, tens,



ones)

- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

**Number: Addition and subtraction**

- 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 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.

**Number: Multiplication and Division**

- 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.

**Measurement**

- measure, compare, add and subtract: lengths (m/cm/mm);
- measure, compare, add and subtract: mass (kg/g)
- measure, compare, add and subtract: volume/capacity (l/ml)
- tell and write the time from an analogue clock
- 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, a.m./p.m., 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: Properties of shape**








- draw 2-D shapes
- make 3-D shapes using modelling materials;
- recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four 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.

**Number: Fractions**

- recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators
- recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions with small denominators
- recognise and use fractions as numbers: non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small

	denominators
<p>Science</p> 	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Understanding Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<p>R.E.</p> 	 <p><u>Year 3 Spring POS for RE</u></p> <p><b>People of God</b> - We will make clear links between the story of Noah and the idea of a covenant by linking promises in this story, to those Christians make at a wedding ceremony. We will understand how the story impacts on the way we live in school and the wider world.</p>
<p>P.E.</p> 	<p><b>Gymnastics and Dance</b></p> <p>Through gymnastics and dance, children will continue to put together sequences. They will experience a range of movements as well as ways of travelling and balancing. They will also explore in Dance a historical dance linked to our Romans Creative Curriculum.</p> <p><b>Net/Wall Games &amp; Creative Games Making-</b></p> <p>In Net/Wall Games, the children will have a tennis focus. In Creative Games Making, the children will be looking at the rules of existing games and will work with each other to create their own new games.</p> <p>P.E. will be held on Mondays and Wednesdays.</p>
<p>I.C.T.</p> 	 <p><b>We are opinion pollsters</b> – Children will learn how to create their own opinion poll, seek responses and then analyse the results.</p> <p><b>We are presenters</b> – Children will make a short narrated video of themselves and use this to help improve their performance.</p>
<p>Spanish</p> 	<p><b>To speak confidently</b></p> <p>The children will be demonstrate a growing vocabulary taking part in conversations about name, age and birthday. Children will read, write and say vocabulary for the days of the week, months of the year, colours, parts of the body, classroom instructions and the weather.</p> <p><b>To understand the culture of the countries in which the language is spoken</b></p> <p>describe with some interesting details some aspects of countries or communities where the language is spoken</p> <p>Make comparisons between life in countries where the language is spoken and this country.</p>

<p>P.S.H.E.</p> 	 <p><b>Dot Com</b>  <b>Through our PSHE lessons we will be exploring the themes of;</b></p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Difference</li> <li>• Feelings</li> <li>• And safety</li> </ul>
<p>Creative Curriculum</p> 	<p><b><u>The Romans</u></b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> </ul>
<p>Homework</p> 	<p><b>Reading</b> is to be done on a daily basis at home (please record a note of when this occurs in your child's homework diary). Books are to be returned to the library during Yr3 Library time on Wednesday afternoons. There is the option to change books more frequently at lunch times and/or before and after school. Children should have a personal reading book in school every day, and this can be taken home each day also.</p> <p><b>Wednesday</b> is homework day! On this day <b>MyMaths</b> homework will be set and due in the following Wednesday.</p> <p><b>English target books</b> are an ongoing means of self-assessment which aim to help the children to improve their writing. The children will have an alternating weekly homework, one which focuses on grammar and punctuation and one on their independent writing. For their independent writing task, the children will be given a theme and guidance about what to write about. In this writing homework, the overall aim is to meet their writing targets and this will be the marking focus. The grammar and punctuation homework will be in the form of a worksheet to be stuck in their blue book, and will be self-marked by the children with teacher guidance when it is returned on time. In line with the rest of Key Stage 2, children will now have one week to complete each of their homework tasks and should hand it in the following Wednesday.</p>