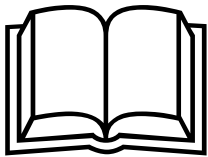




## Deanery C.E. Primary School

### Programme of Work in Year 3 SPRING TERM 2018

#### 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**

Children will be encouraged to write in response to a range of stimulus. Writing will stem from current topics in Creative Curriculum and will cover a range of skills such as diary entries, story writing, poetry, non-fiction, letters and persuasive writing.

Writing develops both in length and in structure, with children using model texts they read to help develop style. 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 develop 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 is an opportunity for children to explore their creativity and write in response to a range of stimuli. 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 Tuesday 3W /Thursday 3C and tested the following Tuesday 3W/ Thursday 3C, 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: 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].

### **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

## Science













### **Forces and Magnets**

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- 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.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

### **Understanding Plants**

- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients)

	<p>from soil, and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> <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> – What is it like to follow God? 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 affects the way we live in school and the wider world.</p> <p><b>Salvation</b> – Why Christians call the day, Jesus died ‘Good Friday?’ We will be making clear links between the story of Abraham and the concepts of faith. We will be making simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.</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>P.E. will be on Monday mornings and Tuesday afternoons.</p>
<p>I.C.T.</p> 	 <p><b>E-Safety</b> – Children will learn how to access computer networks safely and securely.</p> <p>Presentation skills unit – We will be working on our power point skills during spring 2. We will be creating exciting stories with animation and sound using power point.</p>
<p>Spanish</p> 	<p><b>To speak confidently</b></p> <p>The children will demonstrate a growing vocabulary taking part in conversations about their 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, numbers and classroom instructions.</p> <p><b>To understand the culture of the countries in which the language is spoken</b></p> <ul style="list-style-type: none"> <li>• Describe with some interesting details some aspects of countries or communities where the language is spoken</li> <li>• Make comparisons between life in countries where the language is spoken and this country.</li> </ul>
<p>P.S.H.E.</p> 	 <p><b>Dot Com</b></p> <p>Through our PSHE lessons we will be exploring the themes of;</p> <ul style="list-style-type: none"> <li>• Faith</li> <li>• Difference</li> <li>• Feelings</li> <li>• Safety</li> </ul>
<p>Creative Curriculum</p> 	<p><b>The Romans</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</li> </ul>

	<p>evidence, on a time line.</p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</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 Tuesday 3C and Wednesday mornings 3W. Children should have a personal reading book in school every day, and this can be taken home each day also.</p> <p><b>MyMaths</b> homework will be set on Monday and due in the following Monday.</p> <p><b>English target books (Blue Books)</b> are an ongoing means of self-assessment which aim to help the children to improve their writing. The children will have alternating weekly homework which focuses on grammar and punctuation, independent writing or reading comprehension. 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 Monday.</p>