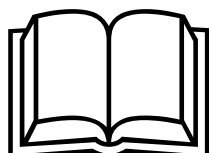




Deanery C.E. Primary School

Programme of Work in Year 3 SUMMER TERM 2016

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.

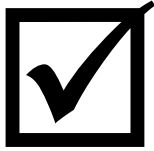
Mathematical
Development

During the Summer 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.

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
add and subtract fractions with the same denominator within one whole
compare and order unit fractions, and fractions with the same denominators
solve problems that involve all of the above.
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 with small denominators
recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators
recognise and show, using diagrams, equivalent fractions with small denominators

Geometry: Properties of shape









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

Measurement

add and subtract amounts of money to give change, using both £ and p in practical contexts
measure the perimeter of simple 2-D shapes
measure, compare, add and subtract: lengths (m/cm/mm)
add and subtract amounts of money to give change, using both £ and p in practical

	<p>contexts</p> <p>tell and write the time from an analogue clock</p> <p>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>estimate and read time with increasing accuracy to the nearest minute;</p> <p>record and compare time in terms of seconds, minutes and hours;</p> <p>use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>compare durations of events [for example to calculate the time taken by particular events or tasks].</p>
<p>Science</p> 	<p><u>To work scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings. <p><u>Biology</u></p> <p><u>To understand plants</u></p> <ul style="list-style-type: none"> • 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 from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p>R.E.</p> 	<p><u>What is faith?</u> </p> <p>Children will learn about the beliefs and faiths of religious people down the ages.</p> <p><u>The Bible</u> The Christian Sacred book</p>
<p>P.E.</p> 	<p>Athletics - Running, Jumping, Throwing</p> <p>Dance – One weekly hour session with Mrs Florey-Meah</p> <p>Striking and Fielding - Rounders and Cricket</p> <p>Swimming – Each class will swim for 4 afternoons a week for two weeks, details to follow.</p> <p>PE will take place on Monday and Wednesday.</p>
<p>Computing</p> 	<p>Computer networks – children will be taught about computer networks, including the internet, and the opportunities they offer.</p> <p>E-safety – Children will learn how to use internet search engines efficiently and safely, as well as good practice in the use of social media. </p>
<p>P.S.H.E.</p> 	<p>Dot Com</p> <p>Through our PSHE lessons we will be exploring the themes of;</p> <p>Living together</p> <p>Feelings</p> <p>Feeling safe</p>
	<p><u>Britain from Above</u> </p>

<p>Creative Curriculum</p> 	<p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Use a range of resources to identify the key physical and human features of a location. <p><u>To investigate patterns</u> Describe how the locality of the school has changed over time.</p> <p><u>To communicate geographically</u> Describe key aspects of: human geography, including: settlements and land use.</p> <p><u>Rainforests</u></p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries.
<p>Homework</p> 	<p>Reading 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 also 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. Homework diaries are to be taken home each day and signed once a week by parents and teachers.</p> <p>Wednesday is homework day! On this day Maths homework will be set and due in the following Wednesday.</p> <p>English target books are an ongoing means of self-assessment which aim to help the children to improve their writing. The children will now 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> <p>Spellings – Each child will have a bank of spelling to learn each week which are set by their spelling group teacher. It is important to give children the opportunity to practice these spellings at home, using the resources provided. Or you could use more imaginative ways. For example, ever asked you child to spell words by writing with their fingers on each other's backs? Walk their words out in the garden? Spelling words in shaving foam? Rainbow writing their spellings? Practising writing words in reverse? Lots of fun to be had!</p> <p>Creative Curriculum homework project – We will also be issuing another homework project linked to our exciting Rainforests topic. Details of this will be sent to parents when it is set.</p>

