

# CURRICULUM OVERVIEW

## YEAR 3 AUTUMN 2013

### **Dear Parent/Carer**

All the staff in the Lower Team welcomes you to Orchard Primary School, year 3. We hope that all the children have now settled into their classes and getting used to the new routines. Outlined below are the areas to be taught this term. We aim to cover most of the content described. We hope this information will be useful when your child discusses their school work or when they buy or borrow books. We also aim to cater for all the needs and abilities of the children, through providing a variety of differentiated activities, developing number, reading and writing skills.

### **ENGLISH**

- Fiction and non-fiction writing
- Newspapers
- Legends
- Non-Chronological reports
- Retelling stories
- Weekly spelling tests
- Sentence building
- Vocabulary extension
- Working collaboratively
- Independent writing
- Independent reading
- Guided reading sessions
- Using VCOP in independent writing. (Vocabulary, Connectives, Openers and Punctuation.)
- Handwriting following the Nelson handwriting scheme

## **MATHS**

- Place value and ordering numbers
- Addition and subtraction
- Counting; number bonds
- Shape and space
- Multiplication and Division
- Measuring
- Money
- Mental calculation
- Fractions and decimals
- Time
- Solving problems
- Handling data
- Weekly times tables tests

## **SCIENCE**

### **Teeth and Eating**

- Understand that food can be grouped into a variety of categories and how it's important to have a balanced diet
- Identify a balanced meal, food for growth and food for activity
- Teeth have specific names and specially adapted for different purposes
- Know that animals have different diets and teeth
- Understand what happens to our teeth if we don't take care of them

## **Characteristics of Materials**

- To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour
- How to relate the above properties to everyday use
- Ask questions that can be investigated scientifically
- To plan and carry-out an investigation into the characteristics of materials

## **Geography**

### **Weather Around the World**

- Using atlases
- Reading and interpreting weather reports
- Researching weather conditions around the world
- Investigating the effect of weather on humans
- Collecting and interpreting weather data

## **I.C.T.**

### **Combining Text and Graphics**

- How to change the text for effect (size, font, colour)
- How to open, save and print work
- How to amend work
- How to combine graphics with text

## **MUSIC**

- YEAR 3s will be learning how play the violin!

## **DESIGN & TECHNOLOGY**

- Sandwiches
- Sandwich fillings
- Healthy and unhealthy ingredients
- Survey of tastes
- Design a healthy sandwich
- List ingredients, utensils
- Instructions for making a sandwich
- Make sandwiches: food hygiene and safety
- Evaluation of product

## **R.E.**

### **Christianity**

- If God exists what questions would you ask?

### **Buddhism**

- What do you need to be happy?

## **SEAL**

### **New Beginnings**

- Focus on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning:
  1. Empathy
  2. Self-awareness
  3. Social Skills
  4. Motivation

- Children see themselves as valued individuals within a community, and learn to contribute towards shaping a welcoming, safe and fair learning community for all
- Children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning shared models for 'calming down' and 'problem solving'
- Saying No to Bullying - Explain bullying and how people feel about bullying - Learn Strategies to deal with bullying - Learn ways to help someone who has been bullied feel better

## **OUTDOOR P.E.**

### **Fitness:**

- Understand and explain why we need to warm up and cool down
- Controlled running and stopping; pathways
- Improving fitness
- Developing team strategies
- Running at different speeds
- Running games
- Swimming: - Learning how to be safe in the water - Overcoming fears of water and staying buoyant - Learn basic swimming strokes

## **INDOOR P.E.**

### **Gymnastics**

- Sequences
- Fast and slow movements
- Making shapes with our bodies
- Different levels & directions
- Select and use apparatus

### **Dance - Country Folk Dance**

- Learning a variety of dance sequences based on traditional dance movements

- Varying and combining spatial patterns, speed, tension and continuity when working on their own and with a partner
- Perform short dances with expression, fluency and control
- Evaluating performances and suggesting improvements

## **P.S.H.E. & C.**

### **Citizenship//healthy lifestyles**

- Recognise the importance of rules and how they help us
- They understand that voting is one way of contributing to group decision-making
- Know the importance of a healthy diet and the consequences of a bad diet
- Recognise the main food groups
- Understand why we need to be active
- Know how we can stay active and the benefits of being fit and healthy
- Be able to make sensible food choices
- Devise a healthy menu

## **French**

### **Knowledge – (I know / I understand)**

- How to listen and respond to a language
- About correct pronunciation
- How to use content to interpret questions
- About using languages for real purposes

### **Skills – (I can)**

- To engage in simple greetings and communications (saying greeting, goodbye and asking/answering simple questions about others/myself)