

CURRICULUM INFORMATION



Spring Term 2019 YEAR 3

Miss Kelly

Dear Parents,

Below is some information about your child's class, routine and curriculum that we hope you will find useful this term.

WEEKLY DIARY OF EVENTS

In a normal week the following activities will take place

DAY	Things that will be happening
Monday	Swimming (1st half term) Numeracy homework out Spellings given out
Tuesday	Gymnastics
Wednesday	Talk homework out
Thursday	
Friday	Big Write/ Tables Test Numeracy handed in

Homework

Please try to support your child's learning by showing an interest in their work and encouraging them to complete their homework in good time.

- Please encourage your child to read every evening.
- Try to encourage children to recite times tables (2s, 5s, 10s and 3s/4s later in the year).

Curriculum Information

In Year 3, the reading record continues to act as the primary way of communicating between home and school.

English

This term in Literacy we will be covering a range of topics, including:

- Thesaurus/dictionary skills
- Information texts
- Dialogue and play scripts

As a school we deliver writing through the Big Write, with children producing a weekly piece of extended work. This usually fits in with the unit of work being delivered but on occasion an alternative topic may be chosen. Children may be asked to take home a piece of talk homework on Wednesday evenings, through which they discuss and prepare ideas for Friday's task. An assessment focus will be chosen for the work each week, following the VCOP model:

V – choice of vocabulary

C – connectives used in sentences

O – sentence and paragraph openers

P – punctuation

Children will also participate in a weekly guided reading session and are expected to be completing additional independent reading in their own time.

Spelling

Children will be given a set of spellings on a Friday to be learned by the following Friday. Throughout the school we will be teaching the children to look, say, cover, write and check to learn their word list. We will practice the spellings in class but they will also need some at home during the week before the test on Friday.

Maths

Throughout the term children will work daily on skills in Maths. We cover a range of topics in the Spring term:

- Multiplication and Division
- Measure – Money
- Statistics
- Measure – Length and Perimeter
- Fractions
- Word problems

Children will be given a piece of weekly Maths homework on a Monday, to be completed for the Friday. On Fridays we complete times table passport questions, some mental maths skills and later in the term problem solving challenges. On occasion maths homework will be completed online at mymaths.co.uk. If this is the case more details will be given for the task.

Religious Education

The children will be given some insight into the stories and the characters of the Bible, by exploring the scriptures in detail. During the term we will follow the Diocesan scheme of work 'Learning and growing as the people of God' covering four units:

- Christmas
- Reconciliation
- Lent
- Holy Week

A large and very important part of the Religious Education in Year 3 centres around the children's preparation for First Holy Communion. All pupils will be included in the preparation process and we will also complete daily class worship and reflection, as well as preparing for and attending school masses.

Towards the end of the Spring term the children will participate in a whole-school Easter play. This will be particularly significant for our class as we learn about the breaking of the bread during the Last Supper.

As with all Catholic schools, at St Mary's Religious Education is resourced as a core subject and is allocated 10% of teaching time in each Key Stages, this does not include: Prayer, Assemblies, Christmas Plays, Circle Time, PSHE and Hymn Practice. However Mass "may be considered the equivalent of half an hour of RE." (Communicating Christ).

Science

This term we will explore two areas in our Science work. The first area is light and the children will begin by exploring sources of light and how we use them to see things. Later in this unit of work, the children will look at how shadows are formed and understand which objects create shadows. This will introduce some key vocabulary (opaque, translucent and transparent) to the children. At the end of the topic the children will discover how sunlight produces colours around us.

The second unit of Science covered in the Spring term is plants. In the early part of the unit the children will recap and learn the different parts of plants, discussing their functions. Children will learn what plants need to survive and how plants reproduce through pollination and dispersal. Linked to our survival theme, the children will learn the conditions needed for some plants to grow.

Geography

During the Spring term we will be looking at the topic of 'Extreme survival'. This will cover a range of both geographical and scientific skills.

To begin the topic we will look at temperatures around the world, identifying locations with extreme heat/cold. From this work we will begin to research animals that live in these climates and how they have adapted to suit their surroundings. We will then discuss the food chains in such locations and identify how humans can survive in these conditions.

Towards the end of this topic we will participate in a bush craft day, where we will learn how to build shelters and create fires for survival.

Design Technology and Art

During our work this term the children will be looking at food and drinks for survival. We will design and make packaging for a snack to be used in either hot or cold conditions.

We will also explore the art of a Canadian Inuit artist called Kenojuak Ashevak. She is known for her work in drawing, carving, etchings and print-making. The children will create some artwork inspired by her.

Computing

In Computing we will look to develop our use of search engines, understanding how and where to complete safe research. We will develop the skills to use a 'Boolean' search, to help refine our returned results. These skills will be put to use later in the half term as we compile a digital presentation linked to our Topic theme.

In the second half of the Spring term the children will develop their creative skills, through the use of an online software programme called Scratch. This will involve the children developing digital characters and learning to control their movements on screen: this will mean programming and editing the digital work.

PE and games

During the term the children will participate in a range of indoor activities. We will begin the term exploring some gymnastic movements, looking at travelling across the floor/objects. Later we will develop these skills to produce a short dance piece based on 'weather'.

In the second half of the Spring term, the children will once again attend swimming lessons. They take place at Studley Leisure centre and we aim to provide basic water safety skills, swimming a range of strokes.

It is really important that a full PE kit is in school on every Monday morning, to ensure that children can take an active part in lessons.

Music

Children will learn to recognise repeated rhythmic patterns in a variety of music. They will work to perform a repeated rhythmic pattern sometimes with other parts and to compose music with a repeated rhythmic pattern. They will start to recognize notation which denotes the length of notes and to read notated rhythms.

Spanish

Spring 1

Crear una cafetería

In this unit children learn to ask for drinks, snacks and ice creams. They extend their knowledge of the preterit tense by saying what others have eaten or drunk. They revise use of the euro with simple prices. They follow a recipe for a milkshake and justify their favorite choice of recipe. They discuss learning strategies and use dictionaries to support their understanding of texts.

Spring 2

El pasado y el presente

In this unit children learn to describe places in a town and compare modern-day settlements with those in the late 1940s. They revise and learn new places in town and adjectives. They apply this knowledge to help them to understand texts about towns in Spain. Children use a letter as a model to produce tourist guides for their own town.