



Hiltingbury Junior School

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YEAR 3

Summer Term
2017 - 2018

English

During the Summer Term, Year 3 will be focusing on:

Author study – writing inspired by three of Anthony Browne’s picture books

Roman historical adventure stories – The children will write their own historical adventure story, inspired by ‘Escape from Pompeii’

Persuasive writing – Using the Roman invasion as a stimulus

Mirroring a classic author’s style – Children will write in the style of H.G Wells

Information Texts – Writing an information booklet for the new Year 3 children (a transition unit)

Poetry – A cross-curricular science unit – poetry inspired by trees

Explanation text – a science cross-curricular unit in which the children will explain how bees pollinate

In particular the children will learn about: -

- ❖ Extending the range of sentences, with more than one clause
- ❖ Using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’ and ‘although’
- ❖ Fronted adverbials – and the use of commas
- ❖ Conjunctions, adverbs and prepositions to express time and cause
- ❖ Punctuating direct speech
- ❖ Choosing nouns or pronouns for clarity and cohesion
- ❖ Verbs, adverbs and adjectives – using relevant strategies to build their vocabulary
- ❖ Using the present, past and future tense
- ❖ Writing for an audience – Year 2 children, etc.
- ❖ Organising paragraphs around a theme
- ❖ Apostrophes for possession and omission
- ❖ In narrative, creating settings, character and plot
- ❖ The format of fiction and non-fiction text
- ❖ Assessing the effectiveness of their own and others’ writing and suggesting improvements
- ❖ Editing and revising their work
- ❖ Strategies for reading including prediction, skimming and scanning, inference and deduction
- ❖ Reading for a range of purposes
- ❖ Discussing words and phrases that capture the reader’s imagination
- ❖ Increasing familiarity with a wide range of books, including picture books and short stories
- ❖ Listening to and discussing a wide range of fiction, non-fiction and reference books
- ❖ Using spoken language to develop understanding, through speculating, hypothesising, imagining and exploring ideas
- ❖ Speaking audibly and fluently with an increasing demand of standard English
- ❖ Participating in discussions, presentations, performances, role play and debates.

Examples of work produced during this part of the curriculum:-

- ❖ A Roman historical adventure story;
- ❖ Should the Romans have invaded Britain? – a persuasive text;
- ❖ A descriptive setting ‘Moon Seeds’, based on ‘The First Men on the Moon’ by H.G Wells
- ❖ A presentation to share historical information on a chosen aspect of Roman life;
- ❖ A guide for the Year 2 children about what life is like in Year 3;

- ❖ A poem inspired by a tree;
- ❖ An explanation of pollination.

The children have independent reading opportunities as well as whole class reading lessons, explicit teaching and applying the reading skills. The children are encouraged to read as many books as they can from the Year 3 Link Reading list. Details of this are contained in the Homework booklet that the children bring home, with their homework folder and book. During their time at the Junior school, they are also encouraged to read as many books as they can from the Hiltingbury 100 list.

Children have opportunities to develop speaking and listening skills through a variety of activities, including drama in the context of English and other areas of the curriculum.

Handwriting skills are taught and practised using the cursive handwriting style. The children will have the opportunity to advance through our Master Scribe handwriting journey. On reaching scribe level, the children will be given a handwriting pen to write with. Children achieving master scribe level will be awarded a fountain pen in their house colour.

Children will be learning spelling rules and patterns throughout the term; each rule will typically be worked on for a one or two-week period. The rules will be investigated in school and explored further both in school and at home. The children will typically be tested on the spelling rules using dictation.

Mathematics

Every child will take part in a daily mathematics lesson and will spend time on a range of activities and tasks, including mental maths, group work and investigations. These will be interactive, with children explaining to each other and their teacher, how they are solving calculations and investigations. Much of the time the class will work as one group on the same topic.

During the maths lesson, children will have the opportunity to work in pairs and groups in order to learn from each other, as well as solving problems independently.

Children need to be able to do simple addition, subtraction, multiplication and division in their heads before they go on to written methods for more difficult questions. If your child can understand how to use numbers without writing them down this is a big help in all kinds of numeracy activities.

Your child will learn several ways of doing mental tasks.

Please don't try to teach written methods unless you know that these methods are the ones your child is learning in school. If in doubt, check with the teacher or the written strategies document that can be found on the school website - 'our curriculum' link.

The daily maths lesson will help the child become strong in all the skills of numeracy. Throughout Year 3 your child will be tackling these mathematical skills:

- ❖ Read, write and order numbers to at least 1000; know what each digit represents
- ❖ Identify, represent and estimate numbers using different representations
- ❖ Compare and order numbers up to 1000

- ❖ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- ❖ Identify, represent and estimate numbers using different representations
- ❖ Add and subtract numbers mentally, including a 3-digit number and ones; a 3-digit number and tens and a 3-digit number and hundreds
- ❖ Add and subtract nos with up to 3 digits, using formal written methods of columnar addition and subtraction
- ❖ Add and subtract amounts of money to give change, using both £ and p in practical contexts
- ❖ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- ❖ Count on or back in tens or hundreds from any two or three digit number
- ❖ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- ❖ 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
- ❖ Recognise and show, using diagrams, equivalent fractions with small denominators
- ❖ Recognise, find & write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators
- ❖ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- ❖ Compare and order unit fractions, and fractions with the same denominators
- ❖ Add and subtract fractions with the same denominator within one whole [e.g. $5/7 + 1/7 = 6/7$]
- ❖ Write and calculate mathematical statements for \times and \div using the multiplication tables that they know, including for 2-digit nos times 1-digit nos, using mental and progressing to formal written methods
- ❖ Solve problems, including missing number problems, involving \times and \div , including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
- ❖ Draw 2-D shapes and 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
- ❖ 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].

Science

Science is taught weekly in half termly units. This term, the plants unit will be taught across both half terms.

Plants

The children will identify and describe the functions of different parts of flowering plants: roots, stems, leaves and flowers. They will explore the requirements of plants for life and growth and investigate the way in which water is transported within plants. In addition, the children will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

History

In their history lessons, the children will be cover the skills of:

Chronologically

Making connections, contrasts and trends over time

Using the correct historical terms

Romans

The children will learn about the Roman Empire and its impact on Britain. This will include an indepth study into how Boudicca led the resistance against the invasion, how Julius Ceasar failed to invade and how Claudius finally succeeded in invading Britain. In addition, the children will learn about why the Romans withdrew from Britain in C AD410 and the legacies that remain in Britain to this day.

Art and Design

We aim to develop a range of practical skills to encourage an imaginative response and a willingness to experiment with different media. The main units of work will concentrate on sketching, painting and pottery.

- ❖ Portraits - Emotion of colour

Design and Technology

Children develop their designing and making skills through one main Design and Technology project each term.

In each design and technology unit the children will be taught to design, make (using a range of tools safely) and evaluate.

In the summer term, the children will design, make and evaluate a Roman chariot

Computing

Our ICT suite continues to provide an excellent facility for all Year 3 children to experience and develop their computing skills.

In the summer term, the children will cover the following key ICT skills:

Algorithms – The children will create their own simple algorithms

Programming – The children will use 'Scratch' to create their own simple computer programming

Physical Education

The children will have opportunities to participate in Games, Gymnastics and Dance.

Our games lessons develop the foundation for games such as netball, football, and hockey to enable the children to become physically confident in a way that supports their health and fitness. In the summer term, the children will develop skills in rounders. In addition, they will be taught athletics, in preparation for Sports Day.

We have indoor PE lessons in the hall once a week.

The units of work are: -

- ❖ Gym – Balances
- ❖ Creative dance – Boudicca inspired dance

In the gymnastics unit, the children will be taught how to control their bodies with increasing use of core strength to hold balances. They will choreograph their own performance to perform.

In the dance unit, the children will be taught to perform dances with an awareness of rhythmic, dynamic and expressive qualities.

For all these activities children must bring to school and wear the appropriate kit. For your information lessons occur on these days: -

Outdoor Games – Tuesdays

Indoor PE – Thursdays

Music

Pupils' understanding and enjoyment of music is developed through activities that bring together performing, improvising and composing, listening and appraising.

Children will undertake these activities within different units of work, which focus on a variety of musical skills.

- ❖ **Roman marching** – Perform in ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. By the end of this unit, the children will create their own rhythms using graphic or staff notation.
- ❖ **Boudicca song** – Identify the different features of a piece of music and learn to sing a Boudicca song in groups. Some children will perform solos. Children will accompany the singing with percussion instruments.

Religious Education

In our Religious Education lessons, the following key skills are covered for each topic:

Enquire – The children will describe, in simple terms, key concepts that are common to all human experience.

Contextualise – They will describe ways in which these concepts are expressed in the context of the religion being studied.

Evaluate – The children will evaluate the concepts by describing their value to believers.

Apply – Finally, they will identify simple examples of how their responses relate to their own lives and those of others.

The concepts covered this summer term are: -

- ❖ **Creation** – God and the world
- ❖ **Temptation** – Making choices

PDL (Personal Development and Learning)

In their PSHE lessons, the children will learn about:

Health and Wellbeing – The children will learn how to develop healthy lifestyles.

Relationships – They will begin to identify some factors that affect how people think and feel.

Living in the Wider World – The children will begin to understand why and how rules are made and enforced and why different rules are needed in different situations.

This term this will be delivered through the following three themes:

- ❖ **In someone else's shoes** – The children will be able to recognise their own and someone else's feelings and the views of people of different faiths and cultures. In addition, they will understand that there are many social groups in society in terms of culture, religion, age, etc. and both recognise and respect that people live their lives in different ways and that different cultures may have different life patterns.
- ❖ **People and their work** – The children will learn about the range of jobs and work roles carried out by people they know and explore and compare how adults feel about their work. In addition, they will identify ways in which different types of work are like and unlike each other.
- ❖ **Valuing differences and keeping safe** – The main aim is that the children will recognise their worth as individuals. The children will explore the differences between males and females and be able to name

the body parts, using agreed words. They will gain an understanding of personal space and will be aware of different types of relationships, including marriage and those between close friends and families. In addition, the children will be taught where individuals, families and groups can go for help and support.

French

The children will continue to be introduced to the language of French. They will read aloud familiar sounds, phonemes and words. In addition, the children will copy some familiar, simple words. They will also speak in French, using the correct pronunciation and French accent. They will be delivered through a focus on the following:

- ❖ Revision of greeting, numbers and colours
- ❖ Revision of simple classroom phrases
- ❖ Listening attentively and copying words from memory
- ❖ Months of the year and days of the week
- ❖ Building an awareness of sentence structure
- ❖ Learning the French alphabet

Visits/Visitors

In June we will visit Hilliers, to support our science unit on plants. In May, a theatre company will come in to school to support the children in creating 'a play in a day' to support our history unit on Romans.

During Year 3 children benefit greatly if parents are able to support their practising of spelling, reading, and learning times tables.