



Hiltingbury Junior School

**C
u
r
r
i
c
u
l
m
i
n
f
o
r
m
a
t
i
o
n**

YEAR 3

Autum Term
2018 - 2019

English

During the Autumn Term, the units covered in Year 3 will be:

- ❖ Welcome to English?
- ❖ Celebration of reading
- ❖ Fables
- ❖ Information texts – Local flyers
- ❖ Firework poetry
- ❖ Stone Age Boy
- ❖ Magical Christmas

In particular, the children will learn about: -

- ❖ The features of fables
- ❖ Story, structure and settings
- ❖ Poetry
- ❖ The format of fiction and non-fiction texts
- ❖ Letter structures
- ❖ How to debate – arguments for and against
- ❖ Writing an information text
- ❖ Writing in sentences, using correct punctuation
- ❖ Verbs and adjectives
- ❖ Writing for an audience
- ❖ Using conjunctions
- ❖ Editing and revising their work

Examples of work produced during this part of the curriculum:

- ❖ A non-chronological report on Hiltingbury – using our geography unit on ‘Our Place’ to provide an information flyer for children moving into the area
- ❖ Firework poems - based on observation and the sense
- ❖ A fable - A theatre company will visit the school to support our Aesops fable unit. They will show the children how to use facial expressions and body language in drama. After exploring the genre through drama and freeze frames, the children will write their own fable.
- ❖ A debate – using the book ‘Stone Age Boy’ as a stimulus for a debate about whether a child should return to modern times, or remain in the Stone Age
- ❖ A letter home from the Stone Age
- ❖ Stories - using ‘Stone Age Boy’ to write their own version

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 Junior 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 throughout the term; each rule will typically be worked on for a one or two-week period.

Mathematics

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

During the maths lesson children will have the opportunity to work in groups and learn from each other as well as solving problems independently. The lesson will also involve lots of mental maths, as this is a vital confidence-builder for children as they improve their numeracy.

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.

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:

Number & 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 3-digit number (100s, 10s, 1s)
- ❖ compare and order numbers up to 1,000
- ❖ identify, represent and estimate numbers using different representations
- ❖ read and write numbers up to 1,000 in numerals and in words
- ❖ solve number problems and practical problems involving these ideas.

Addition & Subtraction

- ❖ add and subtract numbers mentally, including:
 - ❖ a three-digit number and 1s
 - ❖ a three-digit number and 10s
 - ❖ a three-digit number and 100s
- ❖ add and subtract numbers with up to 3 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, using number facts, place value, and more complex addition and subtraction.

Multiplication & 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.

Fractions

- ❖ 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 and non-unit fractions with small denominators
- ❖ recognise and use fractions as numbers: unit fractions and 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.

Measurement

- ❖ measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- ❖ measure the perimeter of simple 2-D shapes
- ❖ add and subtract amounts of money to give change, using both £ and p in practical contexts
- ❖ 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, am/pm, 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

Properties of Shapes

- ❖ 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 2 right angles make a half-turn, 3 make three quarters of a turn and 4 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 using information presented in scaled bar charts and pictograms and tables.

Science

Science is taught weekly in half termly units.

Light – Light and Shadows

The children will learn to identify a range of light sources. They will sort and classify materials by how much light they let through. They will explore what a shadow is and observe the position of the sun and a shadow changing throughout the day.

Rocks and Soils

During this unit, the children will explore how rocks are used for a variety of purposes. They will gain an understanding about the various rock forms beneath the surface. The children will observe differences and make comparisons between igneous, sedimentary and metamorphic rocks. They will understand how fossils are formed and how they provide a window to the past. The children will carry out investigations to determine the differences between rocks. They will learn that soils are formed from rocks and will observe differences and make comparisons between soil types.

Geography - Our Place, Past and Present

Initially, the children will gain an understanding of what geography is. They will learn about settlements and will explore the difference between a village and a town. The children will be taught what a map is and will begin to understand how and why we use symbols and keys. They will understand how we fit into the wider context through exploring the location of places and environments. The children will identify and describe key physical and human features which characterise the place and will be able to express their own opinions about features in the locality. Finally, we will consider how and why places change and how they may change in the future. During the unit, we will carry out fieldwork with the children in the local Hiltingbury area.

During the unit the children will be developing skills to enable them to use appropriate vocabulary and sources to describe and interpret their surroundings. The culmination of the work is an informative booklet about the local area written by the children.

The children will use old local maps and photos to discover changes in land use.

History – Stone Age

Initially in Autumn 2, the children will explore what history is and will gain a chronological knowledge of key time periods in history. They will be taught the term prehistory and begin to understand the time scale of human prehistory. They will gain an understanding of what it was like for early humans and in the Palaeolithic period. The children will know about main characteristics of people and cultures that existed during the Stone Age and be able to give some reasons for particular events and changes.

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, clay and collage.

- ❖ Fruit Tastic – sketching, chalk prints, sculptures
- ❖ Christmas cards – designing own professionally printed Christmas card

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 and evaluate.

In the autumn term, the children will use textiles to make a tool belt that a Stone Age person may have used.

Computing

Initially the children will be introduced to the network and will be working on basic computer skills.

We will then be focusing on word-processing skills that are taught in conjunction with the other curriculum subjects.

To support our topic, 'Our Place', the children will learn how to use the internet to search for appropriate information.

In Autumn 2, the children will learn about and use databases to support their learning in science and mathematics.

Physical Education

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

Our games lessons develop the foundation for games such as netball, basketball, football, and hockey to enable them to become physically confident in a way that supports their health and fitness. We begin the year with a team building unit in Games.

We have Gymnastics or Dance in the hall once a week.

The units of work are: -

- ❖ Dance – Earth, Wind and Fire
- ❖ Gymnastics – jumps

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 (tracksuit bottoms can be worn during colder months and a warm fleece)

Indoor PE – Thursdays

Music

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

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

- ❖ **Fruit rap** – singing in a simple round, recognising and using simple notated rhythms, composing a group rap, improving the rap, performing and evaluating the rap.
- ❖ **Rock music** – recognising different combinations of layers in music, identifying a range of percussion and non-percussion instruments, identifying steps, leaps and repeated notes in melodies, beginning to understand 2,3 and 4 metre and how rhythms fit into a steady beat, understanding dynamics and tempo

Religious Education

The concepts covered are: -

- ❖ **Ideas about God** – A consideration of the qualities of God.
- ❖ **Rituals** – looking at rituals and Christmas preparations.

PDL (Personal, Development Learning)

- ❖ **Settling in** - the caring classroom and co-operation, understanding that having rights requires individuals to accept a sense of personal and social responsibility, establishing the importance of pupils having positive and active roles in the diverse life of a community.
- ❖ **Growth Mind Set** - Understanding the brain as a 'learning brain'. The children will explore the messages our brain sends during learning, understand and explain the difference between fixed and growth mindsets, understand the power of words and how this links to developing a growth mindset and finally the children will self-assess their understanding of mindsets and the mindsets they are developing.
- ❖ The whole school will also take part in an Anti-Bullying week.

French

The children will be introduced to the language of French:

- ❖ Greetings
- ❖ Numbers
- ❖ Classroom phrases
- ❖ Colours

Visits/Visitors

In September, a theatre group will visit to put on a show of Aesop's Fables.

In October, we will spend a morning exploring the Rec and the local shops as part of our Geography – Our Place unit.

In November, we will visit Stonehenge, as part of our history unit on the Stone Age.

During Year 3 children benefit greatly if parents are able to support their practising of spelling, reading, times tables and number bonds and in playing maths games on the half-termly maths games website (accessed from the curriculum pages of the school website) and Times Tables Rock Stars