



# Hiltingbury Junior School

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## YEAR 3

Spring Term  
2018 - 2019

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

Instructional writing - using Roald Dahl's 'Georges Marvellous Medicine' as a stimulus for creating our own marvellous medicines;

Letter writing – using 'The Day the Crayons Quit' as a stimulus

Myths – focusing on creation and phenomena myths from other cultures;

Postcards – this is a cross-curricular unit with our French geography. The children will write a postcard home from a weekend in Paris;

Recounts – diaries and newspaper recounts

***In particular the children will learn about: -***

- ❖ 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
- ❖ Writing in sentences and using correct punctuation
- ❖ In narrative, creating settings, character and plot
- ❖ The format of fiction and non-fiction texts
- ❖ Verbs, adverbs and adjectives – using relevant strategies to build their vocabulary
- ❖ Writing for an audience
- ❖ Organising paragraphs around a theme
- ❖ Using conjunctions
- ❖ Apostrophes for possession and omission
- ❖ 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
- ❖ Increasing familiarity with a wide range of books, including myths and short stories
- ❖ Listening to and discussing wide range of fiction, poetry, non-fiction and reference books
- ❖ Public Speaking – Work in class to prepare for the whole school public speaking competition

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

- ❖ Writing a recipe, a marvellous medicine and directions to find treasure
- ❖ A Just So myth
- ❖ Diary and newspaper recounts
- ❖ A non-chronological report
- ❖ Postcard
- ❖ Preparing and delivering a public speech on a chosen topic
- ❖ A letter from the perspective of a coloured crayon.

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.

## 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 letters home about the strategies that have been taught in school.

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.

### Healthy Me

In this unit, the children will learn that to stay healthy, we must eat a balanced and varied diet. The main functions of the human skeleton will be taught - that bones and muscles are needed for movement. The children will identify similarities and differences between the skeletons of humans and a variety of animals. The benefits of exercise in maintaining a healthy lifestyle and the immediate and long-term effects of exercise on the body will also be studied.

### Forces and Magnets

In this unit, the children will compare how things move on different surface. They will notice that some forces need contact between two objects, but magnetic forces can act at a distance. They will observe how magnets attract or repel each other and attract some materials and not others, in addition to comparing and grouping a variety of everyday materials together on the basis of whether they are attracted to a magnet. They will identify some magnetic materials and describe magnets as having two

poles. Finally the children will predict whether two magnets will attract or repel each other, depending on which poles are facing.

We will be visiting Paultons Park in order to understand how forces and magnets are used in rollercoasters.

## Geography

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

**Locational knowledge** – They will be taught simple locational knowledge about the wider world this term.

**Human and Physical Geography** - They will have opportunities to describe places and features using simple geographical vocabulary. In addition, they will identify similarities, differences and simple patterns.

**Geography Skills and Fieldwork** – In this term, the children will investigate places and environments through questioning, observing and using simple maps and images.

## France

In the spring term, the children will extend their knowledge and understanding beyond the local area, to study a place within Europe – France. The children will initially locate and name the main continents and oceans of the world, then focus in upon locating Europe and France and Paris using simple maps. The children will explore the physical and human features of selected regions of France and will begin to compare places and environments in France. Transportation of people and resources will be studied. The children will gain an understanding of why people visit France as tourists.

## 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 collage.

- ❖ Through the window – a collage of a Paris landmark

## 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 spring term, the children will design, make and evaluate a healthy French recipe – salad Nicoise

## Computing

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

**Digital Literacy** – Know that ICT enables access to a wider range of information and tools to help find specific information.

**Use of the Internet** – Navigate a web page to locate specific information.

In the first half of the spring term, the children will be taught the skills to enable them to undertake effective web research. This will be given a meaningful context through researching for an individual French project.

In the second half of the spring term, the children will be taught presentation media.

## Physical Education

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

Our games lessons develop the foundation for games such as cricket, netball and hockey to enable the children to become physically confident in a way that supports their health and fitness. In the spring term, the children will develop skills in netball, hockey and in cricket.

This term we also have a day's special cricket workshop being offered to the children.

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

The units of work are: -

- ❖ Traditional French dancing
- ❖ Gym - Balance

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

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.

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

**Indoor PE – Thursdays**

**Outdoor Games – Tuesdays** (tracksuit bottoms can be worn during colder months and a warm fleece)

## 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.

- ❖ **French folk songs** – singing in a simple round, recognising and using simple notated rhythms, composing a group rap, improving the rap, performing and evaluating the rap.
- ❖ **Saint Saens** – 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

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 Spring term are: -

- ❖ **Symbols** – in the context of Hinduism and Christianity
- ❖ **Loyalty** – in the context of Easter

## 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 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 themes:

- ❖ **Making friends** – thinking about being a friend, knowing what helps and hinders friendships, being able to initiate friendships and considering ways of resolving differences.
- ❖ **Keeping Safe in School** – thinking about what bullying is and how to deal with it; know safety rules relating to medicines, alcohol, solvents and illegal drugs (at seven/eight age appropriate level); considering how to contribute to making the school environment a safe place.

## French

The children will 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
- ❖ Classroom phrases
- ❖ Animals
- ❖ Months of the year and days of the week
- ❖ French café vocabulary

## Themed Week

The children in Year 3 will experience a themed week on rollercoasters, to tie in with our science unit on forces and our school trip to Paultons Park.

## Visits/Visitors

In the spring term we will visit the Southampton Art Gallery. In January, we also have Warburtons visiting each class to reinforce our learning about healthy balanced diets. In March, we have trip to Paultons Park to support our work on forces and magnets in science.

**During Year 3 children benefit greatly if parents are able to support their practising of spelling, reading, times tables and number bonds. Please help your child to remember to return their orange homework book to school daily and their reading records every Friday.**