Stonebow Primary School

<u>The Year 3 Curriculum Statement for Spring 2017</u>

The following information is to give you an outline of some of the work your child will be covering during this term. We hope you will actively encourage your child in the work being undertaken so that learning can be both pleasurable and rewarding.

The skills and concepts on which we will be concentrating are:-

English	<u>Reading</u> An explanation of the different types of reading in class can be found in your child's Reading Journal. <u>Author of the term:</u> Class Seven – Anne Fine Class Eight – Michael Morpurgo Class Nine – Roald Dahl Certificates are awarded to encourage children to read at least one book by this author. Bronze – 1 book Silver – 3 books Gold – 5 books Bug Club – each child has a log in to access ebooks If you don't enjoy reading, you've just not found the right book yet! <u>Class Texts</u> Window – Jeannie Wilson George's Marvellous Medicine – Roald Dahl Non-fiction texts – Vikings and Romans information texts
	<u>Text Types:</u> This term we will be writing: • Narrative – Character descriptions • Non-fiction – Instructions • Recounts – diary entries – Curve theatre trip • List poetry • Explanation texts - Vikings
	<u>Grammar & Punctuation</u> Adjectives Noun phrases Onomatopoeias Verbs

<table>
<tr><td></td><td colspan="2">Fronted adverbials
Subordinate clauses
Dialogue
Prepositions

Commas after fronted adverbials and for subordinate clauses
Apostrophes – possession single and plural
Inverted commas
Colon
Brackets</td></tr>
<tr><td></td><td><u>Handwriting</u>
Practise writing legibly, fluently and with increasing speed</td><td><u>Spelling</u>
Please see your child’s Reading Journal for an explanation of how we teach spelling
See Y 3/4 word list
See Lwr KS2 spelling programme</td></tr>
<tr><td>Mathematics</td><td colspan="2">Number and 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 three-digit number (hundreds, tens, ones)
• Identify, represent and estimate numbers using different representations including those related to measure
• Apply partitioning related to place value using varied and increasingly complex problems
• Read and write numbers to at least 1000 in numerals and in words e.g. three hundred and forty-six
• Compare and order numbers up to 1000
• Solve number problems and practical problems involving place value and rounding

Addition and Subtraction
• Add and subtract numbers mentally, including:
  ○ a three-digit number and ones
  ○ a three-digit number and tens e.g. 476 + 50
  ○ a three-digit number and hundreds.
  ○ two-digit numbers where the answer could exceed 100

• Add and subtract numbers with up to three digits, using formal written methods of columnar addition
• 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 e.g. There are 46 boys and 58 girls in Year 3, but 12 children are away; how many Year 3 children are at school?

Multiplication and Division
• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
• Develop efficient mental methods, for example, using commutativity and multiplication and division facts to derive related facts
• 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 e.g. 34×5 or 64÷4</td></tr>
</table>

	• Solve problems, including missing number problems, involving multiplication and division e.g. 240 = × 4 **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 • Connect tenths to place value, decimal measures and to division by 10 e.g. $^{7}/_{10}$ = 0.7 • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators e.g. there are 8 marbles and three of them are red; what fraction of the marbles are red? • Understand the relation between unit fractions as operators (fractions of), and division by integers e.g. to find $^{1}/_{3}$, you divide by 3; to find $^{1}/_{5}$, you divide by 5 • Recognise and use fractions as numbers on the number line: unit fractions and non-unit fractions with small denominators • Recognise and show, using diagrams, equivalent fractions with small denominators • Compare and order unit fractions, and fractions with the same denominators e.g. put in order $^{3}/_{8}$, $^{1}/_{8}$, $^{7}/_{8}$, $^{5}/_{8}$ • Solve problems that involve fractions **Measurement** • Measure, compare, add and subtract: length (m/cm/mm) **mass** (kg/g) e.g. find 3 vegetables which weigh between 100g and 300g. Read 250g on a scale labelled every 100g. Which is heavier: 1kg 300g or 1½kg? Know the approximate mass of a book, an apple, a baby, a man… • Add and subtract amounts of money to give change, using both £ and p in practical contexts e.g. I have a £2 coin, two £1 coins, three 50p coins, a 20p and seven 5p coins; how much more do I need to make £10? • Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour digital clocks • Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight • Compare durations of events, for example to calculate the time taken by particular events or tasks. • Know the number of seconds in a minute and the number of days in each month, year and leap year **Geometry** • Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them • Recognise that angles are a property of shape or a description of 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 • Describe the properties of shapes using accurate language, including symmetrical/not symmetrical, lengths of lines, and acute and obtuse angles e.g. sort triangles into those with an obtuse angle and those without **Statistics – use and interpret data** • Interpret and present data using bar charts, pictograms and tables, understanding and using simple scales e.g. 2, 5, 10 units per cm with increasing accuracy.

	• Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
Science	Electricity Sound
Computing	'We are programmers' – Scratch/snap/Powerpoint
History	Why have people invaded and settled in Britain in the past? Vikings, Romans, Celts, Anglo-Saxons
Geography	Map work Country of origin settlements
Art	Drawing landscapes from our window Painting clay plaques Andy Goldsworthy – art in nature
D&T	Clay plaque Roald dahl feast
Music	Ukulele Maintaining pulse Voice
RE	Why is the Bible important to Christians?
PSHCE	RRSA Article 2 – inclusion and fairness Internet safety Relationships – differences and similarities
French	This term we will be using atlases to locate the major cities, rivers and mountain ranges in France. We will also be preparing a short letter of introduction for our new friends in our link school in Epinal as well as developing conversations linked to this work.
PE	Gymnastics Basketball Hockey Dance

Visits for this term:

Location	Date	Approx. Cost
Curve theatre – The Twits	Wednesday 4th January	£16
Visit to different local churches	TBC	TBC
Viking visitor	TBC	TBC