Wellington PREP SCHOOL

Year 3
Curriculum Plan

Spring Term

Enclosed you will find a brief summary of this term's curriculum planning for your child. The aim is to inform parents about the work your child is likely to undertake in different subject areas in the coming term. We hope you will find the information interesting and useful in supporting your child's learning at home. However, it is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

Please feel free to discuss any aspect of these planning notes with the appropriate teacher.

ENGLISH

Reading

- Weekly group reading session with teacher or TA. Frequent reading in class with the class teacher or TA. Regular 'quiet reading' sessions when children read individually from their library or guided reading book. Ongoing homework; to read regularly at home.

Spelling

- Weekly differentiated spellings exploring spelling patterns: suffixes, prefixes and high frequency words
- High frequency words individually targeted practiced daily during registration, tested weekly

Handwriting

- Practiced weekly in conjunction with high frequency words and joining patterns
- Following the school script to create a fully cursive style

Writing and Comprehension

- Riddles and word play, information texts, poetry and stories from other cultures.
- Grammar focuses include imperative verbs, time connectives, similes, direct speech and conjunctions

Spoken Language

- Weekly opportunities to discuss topical subjects, share ideas and gain confidence in using language in a greater variety of situations, for a variety of audiences and purposes
- Drama production- "Revolting Rhymes"

MATHEMATICS

The scheme 'Maths – No Problem!' incorporates the use of concrete aids, manipulatives, problem solving and group work. It meets the requirements of the 2014 National Curriculum. This research-based approach revisits concepts in a 'spiral' curriculum and focuses on teaching to a mastery level so that children develop a deep understanding of mathematical concepts.

- Length – Writing length in kilometres, metres and centimetres
- Comparing length
- Solving word problems

- Mass – Reading weighing scales in grams and kilograms
- Solving mass related word problems
- Using multiplication and division to solve word problems related to mass
- Volume- Measuring and writing volume in millilitres and litres
- Capacity – Measuring and writing capacity in millilitres and litres
- Money – naming amounts of money, calculating change and solving word problems
- Time - measuring time in hours and minutes, using analogue and digital clocks and changing minutes into seconds
- Picture and bar graphs – reading and drawing

SCIENCE

Forces and Magnets

- Understand that we can talk about, measure and record the direction or strength of a force
- To understand different types of force
- To understand the effects of the poles of a magnet
- Know that some materials are magnetic and others are not
- Work scientifically to make predictions, observations and draw conclusions
- Identify and be able to carry out a fair test

Light

- To understand where light comes from and identify different light sources
- Know that shadows are the absence of light
- Investigate how some materials let through more light than others
- Rainbows and Reflections

HISTORY

- To study clothing as a theme in British history that extends pupils' chronological knowledge beyond 1066
- To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information
- To understand that our knowledge of the past is constructed from a range of sources.
- To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- To discuss what they are learning and to develop their wider skills in spoken language
- To know how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

GEOGRAPHY

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Link to history-

- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

RELIGIOUS STUDIES

- An introduction to key aspects of the Muslim faith
- Understanding the Easter story, focusing on the question 'What is good about Good Friday?'

PERSONAL, SOCIAL HEALTH ECONOMIC EDUCATION (PSHEE)

PSHEE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. PSHEE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year.

Health and Wellbeing

- Nutrition and food
- A balanced diet

- Working with food

Health

- Physical, emotional and mental wellbeing
- A balanced approach
- Physical exercise
- Lifestyle choice

FRENCH

- Animals and adjectives - ‘Je Veux Ma Banane’
- Create their own version of the story by changing key information such as the animals and fruit
- Read a story called ‘Mangetout le Chat’ learning food vocabulary

COMPUTING

The children will continue to study these 5 areas of the Computing curriculum:

- Programming
- Data Handling
- Technology in Our Lives
- Multimedia
- E-Safety
- Know that I need to keep testing my program while I am putting it together
- Use a variety of tools to create a program
- Recognise an error in a program and debug it
- Organise data in different ways
- Collect data and identify where it could be inaccurate
- Use the safety features of websites as well as reporting concerns to an adult
- Comment positively and respectfully online

MUSIC

- Learn songs for “Revolting Rhymes”
- Learn to perform together being aware of other parts performing at the same time
- Learn how practice can make a performance better and how important all the small touches are to an overall performance
- Learn about rhythmic patterns and how they can be described through symbols
- Learn about repeated patterns in music (ostinato)
- Structure rhythmic patterns based on spoken phrases
- Learn about musical symbols
- Learn about Morse code sound symbols
- Set words to music
- Create a class performance

ART, DESIGN AND TECHNOLOGY

- To learn to design and problem solve using the process of trial and error and working as a team. Challenge based activities with STEM based content linked to making small sculptures that will be found inside their Pandora's Box
- The focus this term will be on the "Take One Picture" project in conjunction with the National Gallery. The children will learn about the artist and gain a deep understanding of history of the painting. Children will make creative decisions that reflect their own desires and interests and evaluate, interpret and compare artwork, thinking about how it could be improved

WELLBEING

During the course of the term, children will take part in two of the following activities:

- Robustness
- Swimming
- Yoga
- Speed, Agility and Quickness (SAQ)

GAMES

Boys' Hockey

- Tournaments with and fixtures against other schools
- Introduction of basic skills (ball control, push, slap and hit, tackling etc.)

Girls' Netball

- Tournaments with and fixtures against other schools
- Introduction of basic skills and gameplay (passing, catching, movement etc.)

Cross Country

- Training and fixtures against other schools for boys and girls