



# Curriculum Morning

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YEAR 3

## SHERINGDALE

Learn Create Grow Together

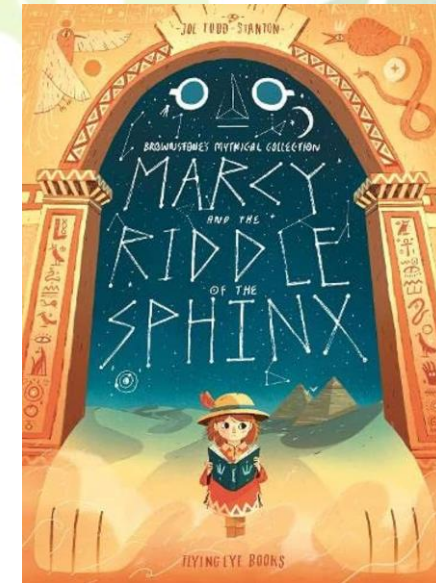
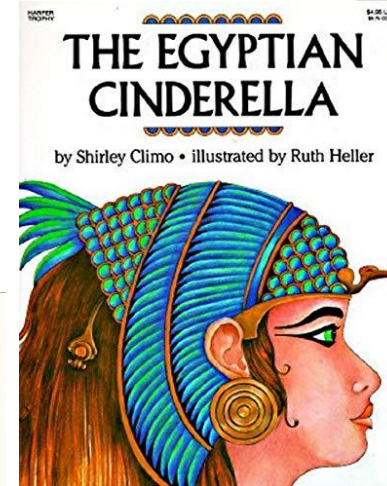
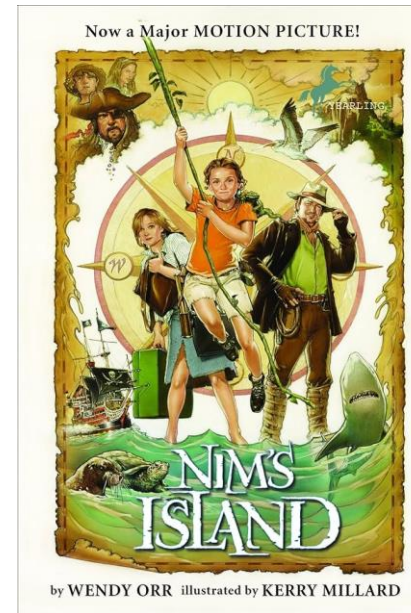
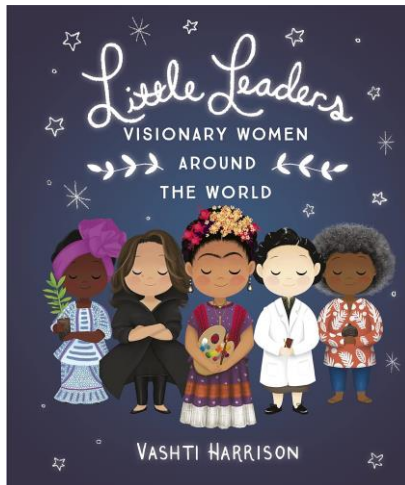
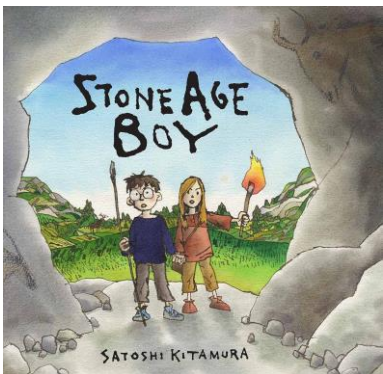
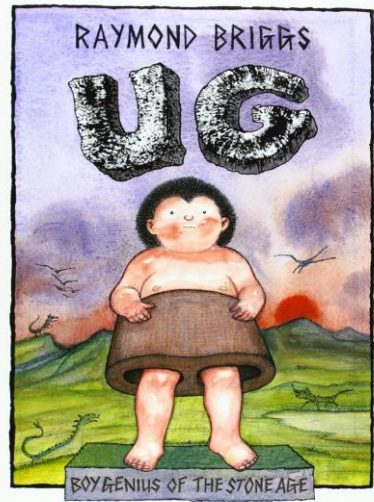
# Timetable - 3SB

	Monday	Tuesday	Wednesday	Thursday	Friday	
8.45 – 9.10	Registration and activities	Registration & core skill consolidation and interventions	Registration & core skill consolidation and interventions	Registration & core skill consolidation and interventions	Registration & core skill consolidation and interventions	
9.10 – 9.45	PE	Reading	Reading	Reading	Reading	
9.45 – 10.45		English	English	English	English	
10.45 - 11	Break					
11 – 12 noon	PE (11:00 – 11:45)	Maths	Music (11:00- 11:50)	Maths	Maths	
	Maths (11:45 – 12:40)		Art/DT (11:50-12:30)			
12 – 12.40		KS2 Singing assembly		Mathematical fluency and arithmetic	PSHE	
12.40 – 1.30	Lunch					
1.30 – 1.45	Assembly - hall	Science (1:30 – 2:30)	Assembly – PSHE in class	Assembly - hall	Multiplication	
1.45 – 2.35	Science (Knowledge Preparation)		MFL	Maths (1:45 – 2:45)	Computing	1.40 – 2.15 Assembly 2.15 – Homework
2.35 – 3.30	English			History/Geography	RE (2:35 – 3:30)	2:30-3:30 Leadership/ Training/ Meeting time

# Timetable - 3C

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.10	Registration and activities	Registration & core skill consolidation and interventions	Registration & core skill consolidation and interventions	Registration & core skill consolidation and interventions	Registration & core skill consolidation and interventions
9.10 – 9.45	PE	Reading	Reading	Reading	Reading
9.45 – 10.45		English	English	English	English
10.45 - 11	Break				
11 – 12 noon	PE (11:00 – 11:45)	Maths	Art/DT (11:00- 11:50)	Maths	Maths
	Maths (11:45 – 12:40)				
12 – 12.40		KS2 Singing assembly	Music (11:50-12:30)	Mathematical fluency and arithmetic	PSHE
12.40 – 1.30	Lunch				
1.30 – 1.45	Assembly - hall	MFL	Assembly – PSHE in class	Assembly - hall	Multiplication
1.45 – 2.40	English		Science (2:30 – 3:30)	Maths (1:45 – 2:45)	RE
2.40 – 3.30	Science (Knowledge Preparation)		History/Geography	Computing	2:30-3:30 Leadership/ Training/ Meeting time

# Overview of learning - English



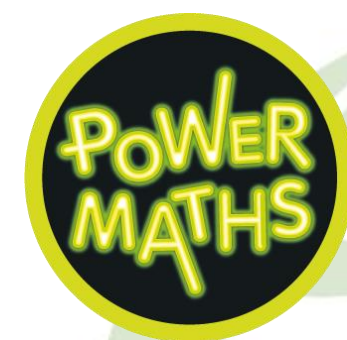
Year 3						
Autumn 1 (7 weeks)						
Writing	Book	Recount of summer holiday	Ug			Little Leaders: visionary women around the world (BHM)
	Genre	Recount (1 week)	Narrative (3 weeks)		Newspaper report (2 weeks)	Letter (1 week)
Reading Comprehension		Reading assessments- running records	Ug (2 weeks)	A range of newspaper reports (1 week)	So, you think you've got it bad (2 weeks)	Little Leaders: visionary women around the world
Autumn 2 (8 weeks)						
Writing	Book	Stone Age Boy			Linked to Stone Age	Clerihow poetry
	Genre	Narrative (3 weeks)		Diary entry (2 weeks)	Explanation text (2 weeks)	Poetry (1 week)
Reading Comprehension		Stone Age Boy (3 weeks)	A range of diary entries (1 week)	Non-fiction about Stone Age (2 weeks)	A range of explanation texts (1 week)	Poetry (1 week)
Spring 1 (5 weeks)						
Writing	Book	George's Marvellous Medicine				
	Genre	Narrative (3 weeks)			Instructions (2 weeks)	
Reading Comprehension		George's Marvellous Medicine (4 weeks)				A range of instructions (1 week)
Spring 2 (6 weeks)						
Writing	Book	Nim's Island				Limerick Poetry
	Genre	Narrative (3 weeks)			Letter (2 weeks)	Poetry (1 week)
Reading Comprehension		Nim's Island				A range of poetry
Summer 1 (6 weeks)						
Writing	Book	Egypt (How did...)- History link		Egyptian Cinderella		Science link
	Genre	Explanation text (2 weeks)		Narrative (2 weeks)		Non-chronological report (2 weeks)
Reading Comprehension		A range of explanation texts (1 weeks)		There's a Pharaoh in our Bath! (5 weeks)		
Summer 2 (7.5 weeks)						
Writing	Book	Marcy and the Riddle of the Sphinx				Letter to new teacher
	Genre	Instructions (2 weeks)		Newspaper (3 weeks)		Letter (2 weeks)
Reading Comprehension		Instruction text (1 week)	Marcy and the Riddle of the Sphinx (3 weeks)		Newspaper (1 week in week 3)	
					Letter (2 weeks)	



# Overview of learning - English

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i> ] Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u>a</u> rock, <u>an</u> open box] <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i> ]
<b>Sentence</b>	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i> ]
<b>Text</b>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]
<b>Punctuation</b>	Introduction to inverted commas to <b>punctuate</b> direct speech

Year 3: Detail of content to be introduced (statutory requirement)	
<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')



# Overview of learning - Mathematics

## Key aims of *Power Maths*

Keeping the whole class progressing together

Providing rich problem solving to challenge and engage every child

Practical assessment to reveal misconceptions and inform speedy interventions

Nurturing a growth mindset and building children's confidence in maths

- ⚡ An exciting **whole-class mastery approach** for Reception to Year 6
- ⚡ Written by **mastery experts** and inspired by best practice from around the world
- ⚡ Fully **recommended by the Department for Education**
- ⚡ Created specifically for **UK classrooms**
- ⚡ Makes maths an adventure and helps build a culture of **excitement and confidence!**

# Overview of learning - Mathematics

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By the end of Year 3, your child should be able to do the following:

- Identify numbers up to 1000 and be able to write these as digits and words.
- Add or subtract numbers up to 1000 using the column method.
- **Know the 2, 3, 4, 5, 8 and 10 times tables and number bonds to 10, 20, 100.**
- Understand different units of measure and apply these correctly to appropriate objects.
- Tell the time and an analogue clock.
- Partition, round and order three-digit whole numbers; use positive and negative numbers in context and position them on a number line.
- Identify 2D and 3D shapes as well as be aware of their properties.





# Overview of learning - Science

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Autumn 1- Animals including humans

Autumn 2- Light

Spring 1 & 2 - Plants

Summer 1- Rocks

Summer 2- Forces and magnets



# Overview of learning - Foundation subjects

## Autumn

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Art- Cave paintings

DT- Embroidery

Computing- Connecting computers & stop-frame animation

History - Changes in Britain from the Stone Age to the Iron Age

Geography- Biomes, vegetation belts, and climate zones

Music- Composing Stone Age music and exploring sounds

PSHE- Being me in my world & celebrating difference.

Religious Education (RE)- Introduction to Hinduism & Christian and Muslim stories

Spanish- Greetings, colours and animals



# Overview of learning - Foundation subjects Spring

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Art- Pop art

DT- Strong structures

Computing- Sequencing sounds & Branching databases

History - Changes in medicine

Geography- Volcanos and earthquakes

Music- Chinese music

PSHE- Dreams and goals & Healthy me

Religious Education (RE)- Festivals & Different beliefs

Spanish- I know how to... & fruits



# Overview of learning - Foundation subjects Summer

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Art- Mosaics

DT- Cooking and nutrition

Computing- Desktop publishing & Debugging

History – Ancient Egypt

Geography- Europe (Rome)

Music- Body percussion, Food and drink

PSHE- Relationships & Changing Me

Religious Education (RE)- Belonging to a faith community & Judaism

Spanish- Vegetables & Ice-creams



# Key dates

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3C Workshare – 1<sup>st</sup> December

3SB Workshare – 23<sup>rd</sup> February





# Helping at home

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- Daily reading – reading records are for you or your child to write in
- Timetables – learn as many as possible!



# Home Learning

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Home Learning books are sent home on Friday.

They are expected back on the following Wednesday to be checked by the teacher.

Spelling tests are on Thursdays. There are spelling strategies in the back of their home learning books to help.



# Thank you for coming

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Thankyou for coming!

We are really excited about the curriculum this year and look forward to seeing all the children's hard work.

We will be at the front for 5 minutes if anyone has any questions.

Have a lovely day!

