

Year 3

Reading

By the end of the year, Year 3 need to know:

Word Reading:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading comprehension:

- Develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - read aloud and perform, showing understanding through intonation, tone, volume and action
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - discussing words and phrases that capture the reader's interest and imagination

Meet the team!



Miss Bibi, Class Teacher
Miss Walford, Class Teacher

Maths

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)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- solve number problems and practical problems involving these ideas

Addition and Subtraction.

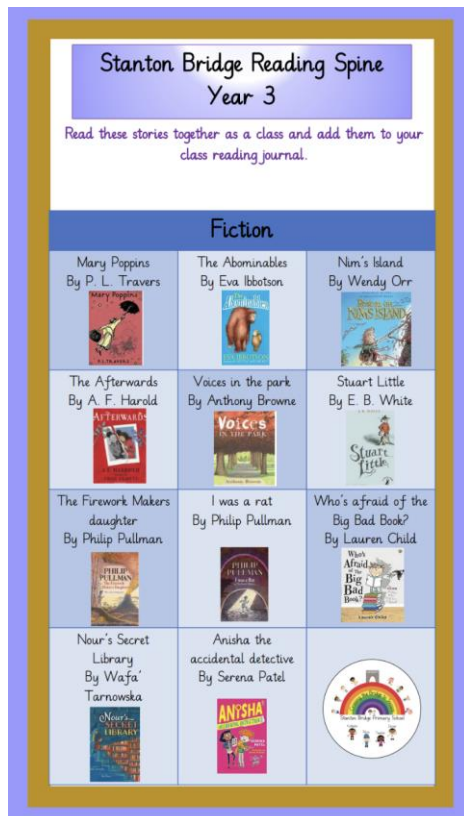
- add and subtract numbers mentally, including:
 - a three-digit number and ones
 - a three-digit number and tens
 - a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation 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 and 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

<ul style="list-style-type: none"> - recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<div data-bbox="779 268 1451 335"> <h2>Writing</h2> </div> <p>The texts we will use as inspiration are:</p> <p>Charlie and the chocolate factory by Roald Dahl.</p>   <p>Spy fox (Video stimulus).</p>  <p>How to train your dragon by Cressida Cowell.</p> <p>Honestly, Little Red Riding Hood was rotten! By Trisha Speed Shaskan.</p>   <p>The planets (Video stimulus).</p> <p>We will use them to write:</p> <ul style="list-style-type: none"> • Stories with character and setting descriptions • Recounts • Diary entries • Explanation texts • Poetry • Information text • Newspaper report 	<p>one-digit numbers, using mental and progressing to formal written methods</p> <ul style="list-style-type: none"> • 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 <p><u>Fractions.</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. <p><u>Measurement.</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • measure, compare, Reading 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
<h2>Reading for pleasure</h2>	<p>The Grammar and punctuation we will learn is:</p>	

Books we will enjoy reading together:



- Formation of nouns using a range of prefixes
- Use of the determiners 'a' or 'an'
- Word families based on common words
- Expressing time and cause using conjunctions
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the perfect form of verbs to mark relationships of time and cause.
- Speech marks to punctuate direct speech

Science

During Year 3, pupils will study:

Animals including humans:

In this topic we will learn all about the types of nutrition animals, including humans need. We will also learn about skeletons and their purpose within the body.

Light:

As part of our light topics, we will learn all about how light helps us to see and investigate reflections and shadows.

Rocks:

We will compare and group rocks as well as investigating fossils, learning about how they are formed and what they teach us about the past.

Plants:

We will develop our understanding of plants, learning about the different parts of a plant and explore the part flowers play in the life cycle of plants.

- 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.

Geometry



Pupils should be taught to:

- 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
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

Pupils should be taught to:

- 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.

	Music	Physical Education
<p>During Year 3, pupils will study:</p> <ul style="list-style-type: none"> • What do people believe about God? • Why is the bible important to Christians? • Why do people pray? • What are festivals important to religious communities? • What does it mean to be a Christian in Britain today? • What does it mean to be Hindu in Britain today? <p>Through these key questions, pupils will learn what the religions they study believe, items that are special to them and develop an understanding of key stories in the religion. They will learn about some of the celebrations that believers take part in and the meaning behind them.</p>	<p>During year 3, pupils will:</p> <ul style="list-style-type: none"> • to sing and play musically with increasing confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music <p>Instruments we learn to play:</p> <p>Glockenspiel</p>   <p>African Drums</p>	<p>During Year 3, pupils will:</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance, • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Some of the sports we take part in will include:</p> <ul style="list-style-type: none"> • Gymnastics, • Movement, • Fitness, • Dodgeball, • Football, • Tennis, • Rounders.

Personal, Social, Health Education

During Year 3, pupils will study:

Being me in my world.

In our first topic, we will identify positive things about myself and my achievements and set personal goals for myself for the year. We will be able to understand that rules relate to rights and responsibilities and will learn how actions affect other people.

Celebrating Difference.

In this topic, we will reflect on times when our words affected someone else and what the consequences of this were. We will give and receive compliments and discuss how this feels.

Dreams and Goals.

In dreams and goals, we will evaluate our own learning process, sharing our successes with others.

Healthy Me.

In the 'Healthy me' topic, we will identify things, people and places that we need to keep safe from and learn strategies for keeping ourselves safe, including knowing who to go to for help.

Relationships.

In our relationships topic, we will explain how some of the actions and work of people around us influence our lives and show an awareness of how this could affect my choices.

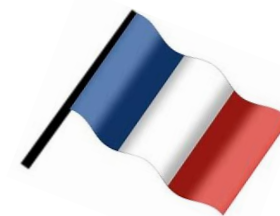
Changing Me.

We will identify how boys and girls' bodies change during growing up and recognise how we feel about these changes.

Modern Foreign Languages – French

During year 3, pupils will:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages – key stage 2
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



Topic

Globetrotters.

During this topic, we will study the local area of Birmingham!

In **history** we will learn about 2 historical British Monarchs: Queen Victoria and Henry VIII. We will learn about the chronology of their reigns and the importance of them British life today.

In **geography** we will use map skills to explore the local city of Birmingham, planning our own site seeing trip. We will compare the physical and human features of Birmingham with a global study of Rio De Janeiro.

In **art** we will investigate the world of architecture, creating observational drawings of some of the landmarks in Birmingham town centre.

In **DT** we will research the history of the Balti curry. After taste testing, we will design a nutritious recipe that we will cook for our families to taste!

In **computing** we will learn all about film making by scripting, recording and editing our own cookery show!

Mythical Museum.

During this topic, we will learn about Ancient Greece and turn Stanton Bridge into a museum!

In **history** we will learn all about the Ancient Greeks, their roles in the lives we live today. We will also study great Greek philosophers including Socrates and Alexander the Great.

In **geography** we will locate Ancient Greek settlements and explore how land was used. We will also learn about how trade was used to buy and sell goods.

In **art** we will create Ancient Greek vases, learning sculpture skills to design, make and paint our own personal vase. These will be showcased in our class Greek Museum!

In **DT** we will learn about the clothing Ancient Greeks wore. After we have designed our own outfits, we will learn to hand stitch a personalised Greek emblem onto our outfit.

In **computing** we will develop our photography skills to capture the growth of cress in science and turn this into a documentary using iMovie. We will also create ebook visitor guides for our Greek museum.

Dinosauria.

During this topic, we will learn all about dinosaurs, the stone age and some explosive natural phenomena's!

In **history** we will investigate the Stone and Iron ages, understanding the significance of these times in history and the evidence left behind that helps to understand our past history.

In **geography** we will learn all about volcanoes and earthquakes, how they are created and the devastation they can cause.

In **art** we will study cave paintings, look at the stories they tell and create our own!

In **DT** we will learn about levers and linkages. We will then apply this knowledge by creating a moving dinosaur poster.

In **computing** we will use our computational skills to make a stop motion animated film explaining the extinction of the dinosaurs.

Things to look forward to!



Trip to Birmingham



Cooking a Balti!



African drum!



Learn to play an



Making Greek Vases!



Working together to
recreate Stone Henge!



Investigating using
scientific equipment!



