

# Curriculum Overview for Parents and Carers

## Year 3

## Spring Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

### Overview of Learning

### Ideas for Learning at Home

#### English



To start the spring term, we will explore 'The Tin Forest' by Helen Ward & Wayne Anderson. The tale follows an old man who lives in a grey & forsaken place that looks out on other people's rubbish & bad weather. He dreams of a wild & colourful place & uses the resources around him in such a creative way that change comes & a natural forest becomes entwined with one of metal. We will explore the language choices the author makes, as well as the links between the words & wonderful illustrations. We will write diary entries in role as the old man & our own setting descriptions focusing on atmosphere, to sustain the interest of a younger audience. Non-fiction writing will focus on explanation texts where the children produce a 'How to Guide' to explain to an older audience a process of their choice. Our class novel for the beginning of the spring term will be 'The Nothing to See Here Hotel' by Steven Butler.

After half term, we will read Roald Dahl's, 'George's Marvellous Medicine' which will inspire us to write our very own multi-step instructions for parents of younger children to make something. We will also use this classic book as a stimulus to write a playscript for our classmates so that we can act out a scene. Our class novel will be Michael Morpurgo's classic, 'The Butterfly Lion' – a moving tale of a young boy growing up in Africa & his lifelong friendship with a white lion.

Throughout the term, we will also be enjoying a variety of texts in our daily reading lessons which are linked to our class books & novels. We will also enjoy a range of picture books & non-fiction texts in our daily 'We Love to Read Time' sessions.

Please make sure your child is reading at least three times each week & bringing in their completed reading record each Friday so that they qualify for their weekly reading worm & entry into our reading raffle!

Your child can practise their weekly spellings at home on Spelling Shed. Their login details are in their reading records. Many of the children enjoy writing sentences using the spellings in their homework books. Hangman is always a fun, competitive game to play at home to practise.

## Maths



### Multiplication & Division:

Multiples of 2, 5, 10 & related calculations  
Sharing & regrouping  
Multiples of 3, 4, 8 & related calculations  
Multiply a 2-digit number by a 1-digit number – no exchange  
Multiply a 2-digit number by a 1-digit number – with exchange  
Link multiplication & division  
Divide a 2-digit number by a 1-digit number – no exchange  
Divide a 2-digit number by a 1-digit number – flexible partitioning  
Divide a 2-digit number by a 1-digit number – with remainders  
Scaling

### Measurement: Length & Perimeter

Measure in metres, centimetres & millimetres  
Equivalent lengths (metres & centimetres/centimetres & millimetres)  
Compare, add & subtract lengths  
Measure perimeter  
Calculate perimeter

### Fractions:

Understand the denominators of unit fractions, compare & order unit fractions, understand the numerators of non-unit fractions, understand the whole, compare & order non-unit fractions, fractions & scales, fractions on a number line, count in fractions on a number line, equivalent fractions on a number line, equivalent fractions as bar models

### Measurement: Mass & Capacity

Use scales & measure mass in grams, measure mass in kilograms & grams, equivalent masses (kilograms & grams), compare mass, add & subtract mass, measure capacity & volume in millilitres, measure capacity & volume in litres & millilitres, equivalent capacities & volumes (litres & millilitres), compare capacity & volume, add & subtract capacity & volume

Can your child spot numbers in their local environment?  
Can they tell you facts about the numbers?  
Encourage your child to practise their times tables at home as this will significantly benefit their learning in various areas of maths. White Rose 1 Minute Maths is a fantastic free app which the children enjoy using to practise times tables & number bonds. Chanting times tables can happen in the car, in traffic jams or out for a walk in the countryside! Remember that your child has a Times Tables Rock Stars account that they can access at home. Login details for TTRS & Purple Mash are in reading records.

Can they estimate the length of rooms in their house & the perimeter of their garden or the local park?

Baking & cooking together where your child can measure out ingredients using kitchen scales will help them enormously in preparation for this topic.






Can your child identify different types of rocks when they are out on a walk? Can they describe some of their physical properties?

## Science



**Rocks, Fossils & Soils:** We will start our science lessons this term learning about rocks, fossils & soils. The children will compare & group together different kinds of rocks on the basis of their simple physical properties. They will learn about how fossils are formed when things that have lived are trapped within rock & they will explore different types of soils to help them to be able to recognise that soils are made from rocks & organic matter. We will also learn about Mary Anning as a significant individual & all about her work around fossils.

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| <p><b>Geography</b></p>                | <p>Our geography learning this term will be focussed on County Durham. The children will learn that the UK is divided into many counties &amp; that County Durham is in the North East of England. They will learn what a county is &amp; explore names &amp; locations of counties that border County Durham as well as the names &amp; locations of some cities, towns &amp; villages in County Durham. Throughout their learning, they will be using maps &amp; identifying both human &amp; physical geographical features of the area. The children will then use all of their learnt knowledge to write a non-chronological report about County Durham.</p>   | <p>Try using google maps at home to look at other familiar places or giving your child a map to follow on your next walk or car journey. Can they tell you which direction you are heading in or use the map symbols to tell you where the nearest church, airport or pub is?</p>  |
| <p><b>Art &amp; Design</b></p>         | <p><b>Painting:</b> By the end of the unit, the children will have created a landscape. They will re-cap primary &amp; secondary colours, learn about how to mix these to create tertiary colours &amp; then how to create tones by adding black or white. They will explore the different effects of poster &amp; watercolour paints. They will find out about the artists Hundertwasser, van Gogh &amp; Lucy Pittaway; exploring their work &amp; using it as inspiration for their own.</p>  | <p>Your child could start their own sketchbook at home &amp; use it to practise skills or record anything that inspires them. They could find an image of their favourite landscape &amp; bring it in to share.</p>  |
| <p><b>Design &amp; Technology</b></p>  | <p>The children will be designing their own Easter egg packaging. They will investigate examples of packaging; thinking about the materials it is made from, whether they are recyclable or reusable, how it has been constructed, the size, shape &amp; colour, what information it shows &amp; how effective the design is. The children will use their maths knowledge of 3D shapes &amp; nets to design, make &amp; evaluate their own packaging.</p>   | <p>Children could explore the packaging of other food items, including Easter eggs at home. I am sure they will also enjoy eating the contents!</p>  |
| <p><b>RE</b></p>                       | <p><b>What do Christians learn from the Creation story?</b> We will learn about Christian beliefs by sharing the creation story from the book of Genesis in the Bible. We will think about what Christians do/how they act because they believe God is the creator – for example, they might consider themselves ‘caretakers’ &amp; try to look after the world – &amp; also think about how many people do not believe in God as the creator. The children will ask questions &amp; suggest answers.</p> <p><b>What is it like for someone to follow God?</b> We will learn about how the Old Testament stories happened many years before Jesus &amp; that they focus on the friendship between the main characters. We will read &amp; discuss the story of Noah, focusing on why God chose him, what responsibilities God gave him &amp; what promises were made. By the end of the unit, the children will have an understanding that Christians believe following God means trusting Him, obeying Him &amp; asking for forgiveness.</p>                                 | <p>Encourage your child to share their learning about the Creation story &amp; what it is like for someone to follow God.</p> <p>You may want to share some Bible stories with your child to help their understanding.</p>   |
| <p><b>PE</b></p>                     | <p><b>Gymnastics:</b> The children change &amp; develop their actions by choosing different pathways, directions &amp; shapes. They will learn how to show full extension during a balance &amp; how to move in &amp; out of contrasting shapes, with fluency. They will perform a sequence using different types of roll &amp; powerful jumps from low apparatus. When working with a partner, they will mount the apparatus in unison &amp; also work with a group to create a performance that incorporates contrasting actions.</p> <p><b>Handball:</b> In this unit, the children will practise basic passing &amp; catching skills, as well as learning basic defensive techniques &amp; some of the rules of handball. They will use the ready position to catch accurately &amp; develop their ability to perform quick &amp; accurate passes in different situations. They will use the ‘three-step rule’ to move the ball &amp; practise blocking &amp; intercepting passes from the other team. They will consider how to use space effectively within a game.</p> | <p>Please ensure that your child remembers to bring their water bottle every Wednesday. We will be outside in all weathers (within reason) so warm tracksuit, waterproof, hat &amp; gloves are also needed as we head in these colder months. Piercings must be removed or covered up <b>before</b> coming into school.</p> <p>Why not have a look at some of the NHS’s recommended ideas for keeping active at home?<br/><a href="https://www.nhs.uk">Free indoor activities for kids – Healthier Families - NHS (www.nhs.uk)</a></p> |

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| <p><b>PSHE</b></p>                                   | <p><b>How can we stay safe online when using social media?</b> We will explore this topic by discussing these important questions: What rules should we follow? What might happen if we don't follow rules online? How can we keep things private &amp; why is that important? How can our actions positively affect others? What might happen if privacy is broken?</p> <p><b>How can we look after our physical &amp; mental health?</b> Again, we will address this unit by considering a series of key questions: What is a balanced lifestyle? What positive choices could we make to improve our health? How can negative choices impact our health? How might our feelings make us behave? Why is it important to share our feelings?</p>   |  |
| <p><b>Music</b></p>                                  | <p>This term we will be focussing on 'playing'. The children will learn how to perform rhythms that are longer than 2 bars using crotchets, quavers, minims &amp; their rests. They will perform from &amp; compose using at least 3 pitched notes &amp; simple rhythms. They will play back simple melodies, with &amp; without musical accompaniment. They will also use untuned percussion/melodic instruments as well as the voice to perform 3+ note melodies &amp; simple rhythms.</p>   | <p>Enjoy listening to more Bob Marley songs. Can your child identify any instruments that are used in the songs?</p>   |
| <p><b>Computing</b></p>                              | <p><b>Spreadsheets:</b> We will complete the unit which teaches the children how to create graphs from data &amp; how to describe a cell using its 'address'.</p> <p><b>Touch Typing:</b> We will learn the skill of touch typing, which is designed to help the children learn the basics of quick &amp; efficient typing.</p> <p><b>Email:</b> The children will also learn how to use 2Email to communicate &amp; how to stay safe while using email. They will open &amp; respond to an email, compose &amp; send their own, attach work, know what 'CC' means &amp; how to use it.</p>  |  |
| <p><b>French</b></p>                                | <p><b>Les Animaux</b> (animals): the children will learn the French names for 10 different animals. They will learn that in French every noun is either masculine or feminine &amp; will know the difference between the determiners un &amp; une (a/an). The children will learn to use the phrase 'Je suis' (I am) in a simple sentence. They will continue to build on their phonetic knowledge of French &amp; be able to recognise &amp; use the correct pronunciation for ch, on, ou &amp; oi &amp; know that there are many last consonant silent letters in French.</p> <p><b>Je peux</b> (I can/I am able): the children will a number of action verbs in French &amp; use them in simple sentences with 'Je peux' &amp; 'Je ne peux pas' to say what they can &amp; cannot do.</p> | <p>Encourage your child to practise their French at home by teaching you the words &amp; phrases they have learnt. There are lots of French games &amp; activities on the BBC website <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a></p> |
| <p><b>Trips, Experiences &amp; Enrichment</b></p>  | <ul style="list-style-type: none"> <li>• Teesmouth Field Centre Rocks, Fossils &amp; Soils (science)</li> <li>• Music Workshop (enrichment)</li> <li>• Lucy Pittaway (art)</li> <li>• World Book Day – with an 'Animals' theme (English)</li> <li>• Roarsome (residential)</li> </ul>  |  |

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork** and **Ambition**.  
These are interwoven through our curriculum and everyday practice.