



Our Curriculum

Year 3

The Year 3 curriculum encourages the children to become more independent learners, developing their research and thinking skills at every opportunity. We base much of our learning on experiences gained during school visits throughout the year. All our curriculum topics are being reviewed and updated in line with the new National Curriculum.

Our main themes currently are:

Autumn Term	Spring Term	Summer Term
Light and shadow/Teeth and nutrition	The Iron and Stone Age	Children in World War 2
Ancient Egypt	Forces and Magnetism/Rocks and Soils	Growing food in East Anglia

English

We have a daily English lesson and guided reading time. The children have opportunities to study a wide range of genres during English lessons. These include fiction, non-fiction, poetry and plays. Many of these are linked to our main topic for the term. The children in Year 3 are grouped to match their individual needs. Spelling, grammar and punctuation are taught based on the statutory requirements in the new National Curriculum.

Writing and Handwriting

Children learn to write for a variety of purposes and we want the children to become enthusiastic and confident writers across a variety of genre. We support them in formulating and refining their ideas. There is an ongoing focus on punctuation and grammar. Spelling is taught in the context of word families, in a bank of topic words linked to specific activities, or in 'tricky words' lists. Frequently, children are asked to learn spellings at home. Children complete handwriting practice daily as an early morning task, until they can sustain a neat, joined style. Where necessary the children will take part in a more intensive handwriting scheme.

Reading

There are many contexts in which the children develop reading skills. We undertake shared reading in English lessons, guided reading with small groups daily and individual reading according to the needs of the children. We encourage decoding using the children's phonic skills, but also aim for them to develop a sound understanding of what they are reading. We want to foster a love of language and reading by sharing books for pleasure and reading to and with the children. We provide a range of graded reading books from many different reading schemes for children to use in school and at home. The children are strongly encouraged to read regularly at home to an adult at least 5 times a week.

Spoken Language

We support children in developing good listening skills. We encourage active listening whilst others share information. We frequently use 'talk partners' throughout the curriculum, and 'Talk For Writing' to develop writing skills. All the children are encouraged to organise and lead either a whole school or a year group assembly. Spoken language is developed through drama lessons and activities.

Maths

We have a daily maths lesson. The children in years 3 and 4 join together in 4 groups and work is tailored to meet the individual current learning needs of each child, so that they will meet the learning objectives at the right stage for their mathematical development. The children's learning is assessed at the end of each half term and if necessary, children may be moved between groups. Each maths group covers the same area of maths in the same half term, but at a different pace and facilitating different learning styles. Throughout the year, children learn about number, shape and space, measures (including money and time), statistics and problem solving. We use a variety of recording methods alongside the use of equipment and encourage children to explain to each other how they work out an answer. We discuss how maths is relevant in everyday life and use mathematical skills across the curriculum.

Science

The children learn about light and how shadows are formed. They investigate magnetism, rocks and soils, fossils and the basic structure of our planet. The theme 'Growing food in East Anglia' includes learning about eating a healthy diet, growing our own food at school and how chickens are hatched from eggs. Throughout, we consider how science helps people to do things, identify people who use science to help others and learn about famous scientists. There are opportunities to plan and carry out experiments. The children also learn how to make reasoned predictions.

Computing/Information Technology

Computing and ICT is an integral part of the school curriculum and children have regular access to a bank of iPads and laptops. Children learn how to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems and then solve problems by decomposing them into smaller parts. They also learn the skills involved in word processing, manipulating texts and graphics, creating presentations and data bases. The children enjoy exploring virtual environments and use number skills to solve problems. The children learn about e-safety, text/cyber bullying and how to access information and make judgements about suitability and reliability. We use a range of digital sources for research in the classroom and to record ideas and work.

Art and Music

Much of our work in art is linked to our thematic work. The children develop their knowledge and understanding of art, craft and design. They will look at and discuss art from different periods, traditions and cultures and the work of particular artists such as Claude Monet. Throughout the year, children use tuned percussion instruments to explore various areas of music and create their own compositions. Singing also plays an important part in the music curriculum and the children will begin singing songs in two and three parts.

Design Technology

Children work on their own and as part of a team on a range of designing and making activities. These will often be linked to the current theme, but we also take opportunities through the year to enter local and national design competitions that we find out about. Children think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs.

History and Geography

Most of the history and geography curriculum will be covered through our thematic work. We will look at the three historical periods- Ancient Egypt, The Iron and Stone Age and World War 2- in a variety of ways and from political, technological, social and cultural perspectives. We use a variety of research material and historical artefacts to investigate the past. We also learn that the past can be interpreted in different ways. The children use maps to locate the world's countries and major cities and those of the UK. They identify human and physical characteristics and the distribution of natural resources.

PE

We encourage the children to be as active as possible. In PE they learn new skills and find out how to use them in different ways. They are given the opportunity to collaborate as part of a team and to compete as a team and as an individual. The children develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success. In the Autumn and Spring Terms, there is one outdoor and one indoor PE session each week. In the Summer Term, the indoor session is replaced by Swimming, where the sessions are taught in small groups focusing on correct techniques and water safety.

Personal and Social Education and Philosophy

We teach this curriculum through discussions, talks, drama, games, plays by visitors, watching short film clips, researching specific issues, involvement in charity events and direct teaching. We learn about friendship and other relationships, how to be a good citizen, what bullying is and strategies for dealing with it, avoiding negative peer pressure and caring for our environment. Every class has curriculum time for Philosophy. The Community of Inquiry is a specific methodology that aims to improve children's thinking and investigative skills. It encourages them to think more deeply about the ideas met in all other areas of the curriculum and reflect on their own thinking and learning.

Religious Education

We follow Suffolk's Agreed Syllabus. We explore beliefs about God and religion within Christianity and Islam and look at some of the stories of Hinduism. We learn about the Christian celebrations throughout the year and the impact of prominent Christians past and present.

French

We teach the children how to listen carefully in order to discriminate sounds and identify meaning in a modern foreign language. They learn to respond to simple classroom commands, short statements and questions. As they become more confident and extend their vocabulary, children learn to ask questions and respond, so that they engage in short conversations. Children also learn more about the geography and culture of France. In Key stage 2 we use practical activities and the excellent Rigolo programme.