



Our Curriculum in Year 3

The Year 3 curriculum fosters a love of learning and encourages the children to begin taking greater responsibility for independence. Learning opportunities are provided through a range of experiences; including class trips, visiting speakers, practical first-hand experiences and investigations.



Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
Light and Shadow	Teeth and Nutrition	Rocks and Soils part 2
Magnets and Forces	Rocks and Soils	Plants
Ancient Egypt	Rivers and Rainforests	Stone Age to Iron Age

English

There are daily English sessions which develop skills of speaking & listening, reading, writing, spelling and punctuation. All work is tailored towards the current end of Year 3 expectations. Details of the English National Curriculum content year-by-year can be found on the school's website, however we tailor our teaching to meet the needs of each child by adapting these teaching objectives if necessary.

Writing and Grammar

In Year 3, children have the opportunity to consolidate prior learning and demonstrate their understanding of structuring writing for different purposes. Whilst revising punctuation and grammar skills, we also introduce the children to new concepts, such as:

- beginning to use paragraphs to group related material
- extending the range of sentences with more than one clause by using a wider range of subordinating conjunctions
- using adverbs and prepositions to express time, place and cause
- using the present perfect form of verbs
- applying some of the spelling rules and guidance for years 3&4

The children are also encouraged to begin to understand the purpose of planning and creating a first draft for a piece of work. They are taught to check their work for errors as well as identifying improvements that could be made. This leads to the production of a final, best copy.

The children have opportunities to study a wide range of fiction and non-fiction genres. Many of these are linked to the main topics for the term, for example, instructions for brushing teeth.

Handwriting

In Year 3, children are expected to use legible, fluent, joined handwriting. When deemed appropriate, the children will be given a pen to use in their work.

Reading

There are many contexts in which the children continue to develop their reading skills whilst in Year 3. As well as a daily reading session, there are opportunities to take part in guided reading groups, comprehension activities and reading from the board in lesson time.

Alongside written comprehension, the children also complete Accelerated Reader quizzes on their independent reading books. These quizzes give the children an opportunity to demonstrate their understanding of the books they have read. Results are closely monitored by the class teacher, and intervention is undertaken as needed. There is a *Parent Guide to Accelerated Reader* on the school's website.

Spoken language

Children are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a variety of audiences.

Maths

Maths lessons are undertaken daily. The children are grouped into 2 classes, where work is tailored to meet the individual current learning needs. Children may be moved between groups, where appropriate. Each maths group covers the same area of maths in the same half term, but at a different pace and facilitating different learning styles.

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts. Therefore, pupils take part in 'Maths Badges' to encourage and maintain the knowledge of these mental maths areas.

Science

In Science we use a range of topics to develop and extend the children's understanding of the world around us. The Autumn Term units are heavily based on practical experience and hands-on discovery, whilst reinforcing the idea of predicting outcomes. As the year progresses, the children are guided through the processes of planning and setting up investigations as well as recording their findings scientifically. Final conclusions are linked back to predictions, prior learning and investigation results.

Computing/Information Technology

Computing is an integral part of the school curriculum and all children have regular access to a bank of iPads and laptops. Children learn how to design, write and debug programs that accomplish specific goals, using programs such as Scratch. The children also build on their skills in research, word processing and text manipulation through the creation of a Powerpoint presentation. Finally, the children become 'producers, directors and presenters' through the planning and creation of an informative video.

The children learn about the importance of e-safety and text/cyber bullying in a safe and appropriate environment. They are given strategies of how to avoid unsafe situations and understand what actions they can take should they identify anything that worries them.

Art and Design Technology

Much of our work in Art and DT is linked to our thematic work. In response to our Egyptian unit of work, the children develop their design techniques using pattern and colour to create an image of a Nefertiti-style headdress. Heads for canopic jars are made by sculpting clay and in food technology the children make authentic Egyptian flatbreads. To link with our Science lessons on health and nutrition, the children look at the work of Giuseppe Arcimboldo and make a collage in a similar style to his paintings. Sewing skills are developed by making a rainforest animal out of felt and the children study the particular style of cave paintings to recreate images of their own. When learning about soil in Science, the children will design and make a dessert to represent the layers of soil.

Music

Where possible, the Music curriculum is also linked to our main themes. The children study Egyptian instruments, comparing and contrasting them to instruments we have in school. There is opportunity to work in groups to compose music in response to our rivers and rainforest unit of work in Geography. Throughout the year, we listen to and appraise music by a variety of composers. Weekly singing assembly and Christmas performances provide opportunities for singing with increased confidence and control.

Humanities

We study two distinct periods in History; Ancient Egypt and Stone Age to Iron Age using a variety of research materials and historical artefacts to investigate the past and promote historical enquiry. We reinforce the idea that a lot of our historical knowledge and understanding is based on interpretation of limited evidence. The children hone their geographic skills using maps and atlases to locate continents, oceans and the world's major rivers, before using technology to follow the course of the Rivers Linnet and Lark through East Anglia. The children are introduced to the idea of physical versus human features of the Brazilian landscape, with a final focus on the Amazon Rainforest and the impact of deforestation.

Physical Education

Through the Autumn and Spring Terms, the children access one indoor and one outdoor PE session per week. In the Summer Term, the outdoor session continues, whilst the indoor session is exchanged for swimming. We cover a variety of individual and team sporting activities including creative dance, gymnastics, basketball, hockey, tennis and athletics. Typically, each sport is broken down and taught as component skills before combining to achieve a final outcome; such as a group dance or competitive game of hockey. Links are also made between different sports, where applicable, and skills transferred to be further developed.

Personal and Social Education and Philosophy

These aspects of the curriculum are highly valued in developing the children's personal and social skills. Whilst being heavily discussion based, we access a wide variety of media to support the children's understanding of pertinent social issues such as friendships, bullying and peer influence. We also look at personal health through the role of medicines and how we grow and change.

Our work in Philosophy aims to promote and deepen creative thinking skills. The children are taught to consider various scenarios and listen to their peers; respecting their views even if they do not agree with them. The children are encouraged to enter into reasoned debates with limited adult support. There is a focus on reflection and reorganisation of thought, which is encouraged throughout the rest of the Year 3 curriculum.

Religious Education

We follow Suffolk's Agreed Syllabus in response to the RE curriculum requirement. Three aspects of Christianity are focused on; these are Religion and the Individual, Symbols and Religious Expression and Beliefs in Action. We will also learn about three of the other world religions; Hinduism and Islam – Religion and the Individual and Judaism – Beliefs in Action.

French

The introduction to French in Year 3 focuses on vocabulary. Through six units of work, the children learn basic words and phrases in French which cover greetings, classroom objects, my body, animals, my family and birthdays. A variety of resources are used to reinforce these concepts including the interactive computer program 'Rigolo'.