



## English

### Unit 2 – Journalistic writing

This unit is constructed around a central theme of ‘the stone age’. Pupils are invited to produce a new magazine all about the stone age. This involves them in reading and writing for ‘real’ purposes and enables them to further develop their knowledge and understanding of different text types within an engaging context.

#### Curricular aims of this unit:

- To explore fiction and non-fiction texts on a specific theme
- To become familiar with the contents and appeal of children’s magazines
- To develop independent research skills using books and the internet
- To read for different purposes
- To explore spelling and grammar in context
- To use reading and note making as a basis for writing
- To group information appropriately for the purpose and audience

### Unit 1 – Fractured stories – Greek myths

A fractured story is a story that uses traditional stories and fairy tales as a basis for retelling and changes something such as character, setting, plot or viewpoint. Fractured stories are a favourite genre with pupils, as many are amusing and slightly subversive of the genre. As well as helping pupils to deepen their understanding of different story elements, fractured stories provide motivating reasons to write. Pupils can let their imaginations run wild. For this unit our focus will be Greek myths, which we will then change in different ways.

#### Curricular aims of this unit:

- To explore a range of fractured stories and discuss their purpose
- To retell some stories using drama and role play
- To understand that fractured stories change one or more story elements
- To explore the grammar and spelling requirements in context
- To compare and contrast fractured stories with classic versions
- To create own ‘fractured’ stories to entertain others

#### The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - Read exception words
  - Use prefixes and suffixes and understand how to add them
  - Spell homophones
  - Spell words that are often misspelt
  - Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]
  - Use the first two or three letters of a word to check its spelling in a dictionary.
- **Grammar and Punctuation**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Use the present perfect form of verbs in contrast to the past tense
  - Choose nouns or pronouns appropriately for clarity and to avoid repetition
  - Use conjunctions, adverbs and prepositions to express time and cause
  - Use fronted adverbials
  - Know the difference between plural and possessive –s
  - Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Use of inverted commas and other punctuation to indicate direct speech
  - Use apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]
  - Use and understand the grammatical terminology in English
- **Handwriting**
  - Use the diagonal and horizontal strokes that are needed to join letters.
  - Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 3 will be reading ‘**Littlenose the hunter**’.

# Maths

## Number and place value

- Solve number problems and practical problems involving these ideas.
- Count from 0 in multiples of 4, 8, 50 and 100
- Finding 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 to at least 1000 in numerals and in words

## Addition and subtraction

- Solve problems, including missing number problems, using number facts, place value, and more complex 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 the efficient written methods of partitioning
- Estimate the answer to a calculation and use inverse operations to check answers

## Multiplication and division

- Solve problems, including missing number problems, involving 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

## Statistics

- Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
- Interpret and present data using bar charts, pictograms and tables

## Fractions

- 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 show, using diagrams, equivalent fractions with small denominators
- Compare and order unit fractions with the same denominator

## Measures

- Measure, compare, add and subtract: lengths (m/cm/mm)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- 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, hours and o'clock; use vocabulary such as 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, for example to calculate the time taken by particular events or tasks

## Geometry

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy
- Recognise angles as a property of shape and associate angles with turning
- 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, vertical, perpendicular and parallel lines in relation to other lines.



## Science

### Rocks

Pupils explore the characteristics of rocks and learn their names. They carry out simple tests on different rocks and use chocolate to model how rocks are made. They explore the composition of soil and think about how soil is made. They learn about the formation of fossils and make their own model fossils. They look at pictures of dinosaur fossils and try to come to some conclusions about the living dinosaurs the fossils came from.

### Key Concepts

1. That different rocks have different properties
2. That rocks can be classified as igneous, sedimentary or metamorphic and this classification depends on the method of their formation
3. That soil is composed of rock particles and organic matter
4. That fossils are imprints of living things from millions of years ago
5. That we can learn about prehistoric animals from fossils

### Developing scientific thinking

This unit supports the following elements in particular:

- Ask relevant questions and using different types of scientific enquiries to answer them
- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations
- Gather, record, classify and present data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings.

### Animal homes (this will be taught periodically over the year)

Pupils look at the "homes" that insects and birds need and make the school friendlier towards these creatures. They evaluate the success of the measures they have taken. Pupils also observe plants over time to explore the development of seeds and the life cycle of plants.

### Key Concepts

1. That some animals build homes and others do not
2. That animals have preferences about where they build their homes that relate to the conditions they enjoy/are suited to.

### Developing scientific thinking

- That some animals build homes and others do not
- That animals have preferences about where they build their homes that relate to the conditions they enjoy/are suited to.

## Computing

### We are programmers (programming scratch)

In this unit the pupils create an animated story using characters they design. They use a paint tool to create characters and backgrounds. Then they create an animation by translating a story board into a series of scripted instructions.

### We are bug fixers

Pupils will work with a series of projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them. The pupils learn to recognise some common types of programming error, and practise solving problems through logical thinking.

## Geography

Geography will be covered in the spring term.

## History

Pupils will be taught about the changes from the stone age to the iron age. This will include looking at:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

## Music

### Environment

The pupils explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. (linking with sounds heard in the environment during stone age times)

### Building

The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The pupils play games, sing and compose music to build into a performance. (linking with building shelters work in DT)

### Stone age music

The pupils will be learning about the different instruments that were played in the stone age. The pupils will then try to recreate some stone age music.

### Ancient Worlds

Pupils will listen to music which tells the story of different Greek myths and then perform some myth music using chime bars. A particular focus will be paid to the Ancient Greek lyre.

### Olympic jingles

Pupils will create and perform an Olympic jingle using a range of percussion instruments

## Religious Education

### Unit 1: New Beginnings

The sacrament of baptism

Being changed

Belonging

The font is used to provide a concrete introduction to the sacrament of baptism which has developed from the biblical account of the baptism of Jesus by John the Baptist.

#### Questions to be raised:

What are you proud of?

Who or what is the light in your life?

Where do you belong?

How are we forgiven today?

Is John's message still applicable?

What difference does baptism make?

Is baptism still important/necessary today?

### Unit 2: God's Will for the World

Attempting to explain the wonder and mystery of creation

God's plan for the world

Our responsibility for the world

The exploration of the Creation story allows pupils to explore their responsibility towards the world and what is happening to it.

This then provides a context for learning about Christian belief, about God's plan for the world, and how Christmas fits into it.

#### Questions to be raised:

How is the world not perfect today?

Why should we save the world?

What can each of us do to save Creation?

What is the "truth" contained in the stories?

What is important in your world?

What is the message of Christmas?

## Art

### Cave paintings

Pupils will be looking at some cave paintings and discussing the symbols and pictures commonly used. We will then go foraging for different natural dyes in the world and use these to create our own cave pictures.

### Greek pots

Pupils will look at different Greek artefacts to collect ideas for shape and pattern from Ancient Greek times. Pupils will then create their own Greek pot using clay. We will be considering the shape on the pots, the use of Greek patterns and effective designs, representing life in Ancient Greece.

## PSD- The jigsaw approach

**Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.**

### The children will cover two themes (puzzles) this term: Being Me In My World

This covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

### Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference' and explore the concept of 'normal'. There is a big focus on bullying, learning what it is and what it isn't and developing strategies for dealing with it effectively.

## Design Technology

### Shelters

Pupils will be looking at different shelters from the stone age through to the iron age. The pupils will then be designing and making their own team shelter

## French

Pupils will explore the themes of

### Numbers

### Greetings

### Classroom instructions

### Names

### How old are you?

### Christmas

## Physical Education

**The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to put their skills into practise.**

### Real PE - Unit 1

The pupils will develop the following fundamental movement skills:

Cardio – Dynamic balance

Cool Down – Coordination-ball skills

During these sessions the additional ability focus will be cognitive skills.

### Real PE - Unit 2:

The pupils will develop the following fundamental movement skills:

Cardio – Co-ordination with equipment

Cool Down – Counter balance in pairs

During these sessions the additional ability focus will be creative skills.

### Athletics

Pupils will be taught the skills of running, jumping and throwing in preparation for the Ancient Greek Olympics.

### Gym

Pupils will be taught the skills of balancing, travelling, rolling and jumping. The pupils will then create sequences.