

Welcome to Year 3

Rowan Class



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Year 3
curriculum



Structure of
the day



PE



Homework



One-page
profiles



Expectation
for the year



Year 3 Curriculum

Shawfield Curriculum – Unit Overview



| Year 3 Autumn 1 – What was life like in the Stone Age? | |
|--|-----------|
| English | |
| The Write Stuff <ul style="list-style-type: none"> Fiction – The Stone Age Boy Non-Fiction – Skeletons and Muscles Poetry – Autumn is Here | |
| Guided Reading | Key Texts |
| | |
| Maths | |
| White Rose Maths – Place Value and Four Operations <ul style="list-style-type: none"> Represent numbers to 100 Tens and ones using addition Hundreds Numbers to 1,000 Activity Numbers to 1,000 on a place value grid 100s, 10s and 1s (1) 100s, 10s and 1s (2) Number line to 100 Number line to 1,000 Find 1, 10, 100 more or less Compare objects Compare numbers Order numbers Count in 50s Add and subtract multiples of 100 Add and subtract 1s | |
| <ul style="list-style-type: none"> Add and subtract 3-digit and 1-digit numbers Add a 2-digit and 1-digit number - crossing 10 Add 3-digit and 1-digit numbers - crossing 10 Subtract a 1-digit number from 2-digits - crossing 10 Subtract a 1-digit number from a 3-digit number - crossing 10 Add and subtract 3-digit and 2-digit numbers Add 3-digit and 2-digit numbers - crossing 100 Subtract a 2-digit number from a 3-digit number - crossing 100 Add and subtract 100s Spot the pattern - making it explicit Add two 2-digit numbers - crossing 10 - add ones & add tens Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones & subtract tens Mixed addition and subtraction problems | |
| Science | |
| Keeping Healthy – Animals including humans <ul style="list-style-type: none"> Identify parts of the body including the skeleton and muscles. Classify and compare different types of animals. Explain why some animals have skeletons and muscles for support, protection, and movement. | |
| <ul style="list-style-type: none"> Identify that animals get nutrition from what they eat. Research food groups and explain how they keep us healthy. | |
| Hands on Science: Create a nutrition plan for someone trying to be healthy. | |
| Geography/History | |
| Key Stage History – From Stone Age to Iron Age <ul style="list-style-type: none"> Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should construct informed responses. Pupils should understand how our knowledge of the past is constructed from a range of sources. They should include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, <i>burials</i> and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, <i>ag</i> and culture | |
| Key Questions: <ul style="list-style-type: none"> Is it true to say that Stone Age man was just a simple hunter-gatherer only interested in food and shelter? KQ1 How much did life change when man learned how to farm? KQ2 What can we learn about life in the Stone Age from a study of Skara Brae? KQ3 Why did they build Stonehenge? KQ4 What was <i>burials</i> in the Iron Age and how do we know? KQ5 Iron Age Hill Fort - Who killed the 52 dead bodies at Maiden Castle? KQ6 | |
| MFL – Spanish | |
| Language Angels – Ya aprendo. <ul style="list-style-type: none"> Identify Spain on a map of the world. | |
| <ul style="list-style-type: none"> Talk about other countries where Spanish is spoken. Say their name and how they are feeling in Spanish. | |

Shawfield Curriculum – Unit Overview






| Year 3 Autumn 2 – Does the Earth shake, rattle, and roll? | |
|---|-----------|
| English | |
| The Write Stuff <ul style="list-style-type: none"> Non-Fiction – Street beneath my feet Fiction – The Blue Umbrella | |
| Guided Reading | Key Texts |
| | |
| | |
| Maths | |
| White Rose Maths – The Four Operations <ul style="list-style-type: none"> Add and subtract 2-digit and 3-digit numbers - not crossing 10 or 100 Add 2-digit and 3-digit numbers - crossing 10 or 100 Subtract a 2-digit number from a 3-digit number - crossing 10 or 100 Add two 3-digit numbers - not crossing 10 or 100 Add two 3-digit numbers - crossing 10 or 100 Subtract a 3-digit number from a 3-digit number - no exchange Subtract a 3-digit number from a 3-digit number - exchange Estimate answers to calculations Check answers Multiplication - equal groups Multiplication using the symbol | |
| <ul style="list-style-type: none"> Using arrays 2 times-table 5 times-table Make equal groups - sharing Make equal groups - grouping Divide by 2, 5, 10 Multiply by 3 Divide by 3 The 3 times-table Multiply by 4 Divide by 4 The 4 times-table Multiply by 8 Divide by 8 The 8 times-table | |
| Science | |
| Rocks and Fossils – <ul style="list-style-type: none"> Classify and compare different kinds of rocks. Describe how fossils are formed. Recognise that soils are made from rocks and organic matter. | |
| <ul style="list-style-type: none"> Conduct investigations with some application of variables to ensure a test is fair. Collect, record, and analyse data from investigations. Use results to draw conclusions. | |
| Hands on Science: Create a rock museum | |
| Geography/History | |
| Voyagers Geography – Can the earth shake, rattle, and roll? <ul style="list-style-type: none"> Describe and understand the key aspects of volcanoes and earthquakes Understand that the distribution of earthquakes and volcanoes follows a pattern Learn about the 'Pacific Ring of Fire'. | |
| Key Questions: <ul style="list-style-type: none"> What is happening when the earth shakes? What is happening when the earth rattles and rolls? Does the earth shake, rattle and roll all over? How and why do people live where the earth shakes, rattles and rolls? How disastrous have recent earthquakes and volcanic eruptions been? Can we make a model volcano that erupts? | |
| MFL – Spanish | |
| Language Angels – Los animales <ul style="list-style-type: none"> Be introduced to ten animals in Spanish Match all the new Spanish words to the appropriate picture | |
| <ul style="list-style-type: none"> Remember the words for at least five animals in Spanish unaided Attempt to spell at least three animals correctly in Spanish | |
| Computing | |
| Teach Computing – Animation <ul style="list-style-type: none"> Learn a range of techniques to create a stop-frame animation using tablets. | |
| <ul style="list-style-type: none"> Apply skills to create a story-based animation. Learn to add different aspects of media such as music and text. | |




Year 3 Spring 1 – Do opposites attract?

| English | |
|---|-----------|
| The Write Stuff <ul style="list-style-type: none"> Fiction – The Building Boy Non-Fiction – How a Robot Dog Works | |
| Guided Reading | Key Texts |
| | |
| | |
| Maths | |
| White Rose Maths – The Four Operations, Money, and Statistics <ul style="list-style-type: none"> Consolidate 2, 4 and 8 times-table (new worksheet) Comparing statements Related calculations Activity Multiply 2-digits by 1-digit - no exchange Multiply 2-digits by 1-digit (1) Activity Multiply 2-digits by 1-digit - exchange Multiply 2-digits by 1-digit (2) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) Activity Divide 100 into 2, 4, 5 and 10 equal parts Activity Divide with remainders Divide 2-digits by 1-digit (3) Scaling How many ways? | |
| <ul style="list-style-type: none"> Count money (pence) Count money (pounds) Pounds and pence Convert pounds and pence Add money Subtract money Give change Make tally charts Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Pictograms (use for extra consolidation if needed) Activity Draw bar charts Bar charts Tables | |
| Science | |
| Amazing Magnets – Forces and Magnets <ul style="list-style-type: none"> Compare how things move on different surfaces. Observe how magnets attract or repel. Compare and classify everyday materials based on whether they are attracted to a magnet. Identify some magnetic materials and describe magnets as having two poles. Predict whether two magnets will attract or repel each other. | |
| Hands on Science: Create a magnetic game. | |
| Geography/History | |
| Voyagers Geography – Where on Earth are we? <ul style="list-style-type: none"> Improve their locational knowledge through identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Practise geographical skills through using maps, atlases, globes, and digital/computer mapping to locate features studied. Use the eight points of the compass to build their knowledge of the wider world. | |
| Key Questions: <ul style="list-style-type: none"> What is the world like? How can we describe where places are on the Earth's surface? What do the lines on maps and globes mean? Why do we have night and day? What time is it where you are? What is the significance of latitude and longitude? | |
| MFL – Spanish | |
| Language Angels – Los instrumentos. <ul style="list-style-type: none"> Name ten instruments in Spanish. Match all the new Spanish words to the appropriate picture. | |


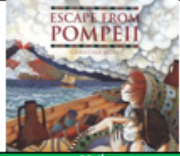

Year 3 Spring 2 – How does water go round and round?

| English | |
|---|---|
| Write Stuff <ul style="list-style-type: none"> Fiction – Flood by Alvaro F. Villa Poetry – I asked a little boy who cannot see | |
| Guided Reading | Key Texts |
|    | |
| Maths | |
| ite Rose Maths – Length, Perimeter and Fractions <ul style="list-style-type: none"> Measure length Measure length (m) Equivalent lengths - m & cm Equivalent lengths - mm & cm Compare lengths Compare lengths Add lengths Subtract lengths Activity What is perimeter? Measure perimeter Calculate perimeter Activity Calculate perimeter activity | <ul style="list-style-type: none"> Activity Working with wholes and parts Make equal parts Recognise a half Find a half Recognise a quarter Find a quarter Recognise a third Find a third Unit fractions Non-unit fractions Unit and non-unit fractions (use for coins needed) Equivalence of a half and 2 quarters Count in fractions |
| Science | |
| ts and Shoots – Plants <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for life and growth. | <ul style="list-style-type: none"> Investigate the way in which water is trans within plants. Explore the part that flowers play in the ll flowering plants. |
| Hands on Science: Grow our own bean plants. | |
| Geography/History | |
| agers Geography – How does water go round and round? <ul style="list-style-type: none"> Name and locate (some of) the UK's most significant rivers and mountain environments Describe features of a river and a mountain environment in the UK Learn how rivers and mountains are formed Understand where rivers and mountains fit into the water cycle. | Key Questions: <ul style="list-style-type: none"> Where does all the rain go? Where does all the rainfall come from? What can we learn about the River Thames environment in the UK How and why do people change rivers? How do rivers wear away mountains? How can we model a river or stream? |
| MFL – Spanish | |
| guage Angels – La English. <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. | <ul style="list-style-type: none"> Ask somebody in Spanish if they like a part Say what fruits they like and dislike. |
| Computing | |
| ch Computing – Branching databases <ul style="list-style-type: none"> Children will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects. They will create physical and on-screen branching databases. They will evaluate the effectiveness of branching databases and will decide what types of data should be pre branching database. | |

Year 3 Summer 1 – Light and Shadow, what is it?

| English | |
|--|---|
| Write Stuff <ul style="list-style-type: none"> Fiction – The Magic Paintbrush Non-Fiction – My Strong Mind | |
| Guided Reading | Key Texts |
|    | |
| Maths | |
| ite Rose Maths – Fractions and Time <ul style="list-style-type: none"> Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects (1) Fractions of a set of objects (2) Fractions of a set of objects (3) Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (3) Compare fractions Order fractions Add fractions Subtract fractions | <ul style="list-style-type: none"> O'clock and half past Quarter past and quarter to Months and years Hours in a day Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. Activity 24-hour clock 24-hour clock Finding the duration Comparing durations Start and end times Measuring time in seconds Problem solving with time |
| Science | |
| Light and Shadows – Light <ul style="list-style-type: none"> Investigate that we need light in order to see things. Consider how light is reflected from surfaces. Recognise that light from the sun can be dangerous. Explore how shadows are formed. Identify patterns in the way that the size of a shadow changes. | |
| Hands on Science: Create our own shadow puppet theatre | |
| MFL – Spanish | |
| guage Angels – English. <ul style="list-style-type: none"> Recognise some common Spanish verbs/activities. Use these verbs to convey meaning in English by matching them to their appropriate picture. Use these verbs in the infinitive with quedo. | |
| Computing | |
| ch Computing – Sequence in Music <ul style="list-style-type: none"> Understand the concept of sequencing in programming through Scratch. Children will be introduced to a selection of motion, sound, and event blocks which they will use to create their programs, featuring sequences. Children apply stages of program design to make a representation of an instrument. | |
| RE | |
| stianity – How did the Church begin? <p>Children will learn about</p> <ul style="list-style-type: none"> the significance of the events of Pentecost the key features of the life of the Church at its beginning | |

Year 3 Summer 2 – What did the Romans do for us?

| English | |
|--|--|
| Write Stuff <ul style="list-style-type: none"> Fiction – The Incredible Book Eating Boy Non-Fiction – The Journal of Ulysses | |
| Guided Reading | Key Texts |
|    | |
| Maths | |
| ite Rose Maths – Properties of Shape, Mass, and Capacity <ul style="list-style-type: none"> Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2-D shapes Recognise and describe 3-D shapes Make 3-D shapes Measure mass | <ul style="list-style-type: none"> Compare mass Measure mass Compare mass Add and subtract mass Activity Measure capacity Recap Compare volume Measure capacity Compare capacity Add and subtract capacity Activity Temperature activity Recap Temperature |
| Science | |
| ntists of the World – <ul style="list-style-type: none"> Scientists of the World research project. Investigate and research a famous scientist. Create a presentation of the key facts including information about their life and key aspects of their scientific discovery. | <ul style="list-style-type: none"> Explain the impact these scientists have understanding of the world. Hands on Science: Create a presentation on different s |
| Geography/History | |
| Stage History – What did the Romans ever do for us? <ul style="list-style-type: none"> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information They will cover <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Chester and the impact of technology, roads and beliefs, including early Christianity | Key Questions: <ul style="list-style-type: none"> Why did the Roman Emperor Claudius leave hot su to invade cold wet Britain? KQ1 P1 The Roman invasion: have the Romans got it right? KQ 1 Should the Celts take on the Romans? KQ2 P1 What do we learn from Boudica's rebellion? KQ2 P2 What image do we have of Boudica today? KQ2 P3 How were the Romans able to keep control over su empire? KQ3 Why did the Romans spend so much time building i KQ4 P1 How do we know what a Roman town would like? I How can we solve the mystery of why this great do empire suddenly came to an end? KQ5 What have the Romans ever done for us? Looking i artefacts. KQ5 |
| MFL – Spanish | |
| guage Angels – La English de la English Aran English. <ul style="list-style-type: none"> Learn and use the Spanish for "I am" (Soy), "I have" (Tengo) and "I live" (Vivo). Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. Be able to say in Spanish three of the types of people who lived in ancient Britain. Tell somebody in Spanish the three key farming tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age. | |
| Computing | |

Library visit: every Thursday
afternoon

Reading books: will be
reviewed through the week

- **Structure of the Day**
- 8.40 – School begins
- 8.40 – 9.00 – Register, early morning work, reading
- 9.00 – 9.15: Assembly
- 9.15 – 10.15: Session 1
- 10.15 – 11.00: Session 2
- 11.00 – 11.15 – Break time
- 11.15 – 12.15 – Session 3
- 12.15 – 1.15 – Lunch
- 1.15 – 2.15 – Session 4
- 2.15 – 2.30 – Daily Mile
- 2.30 – 3.15 – Session 5



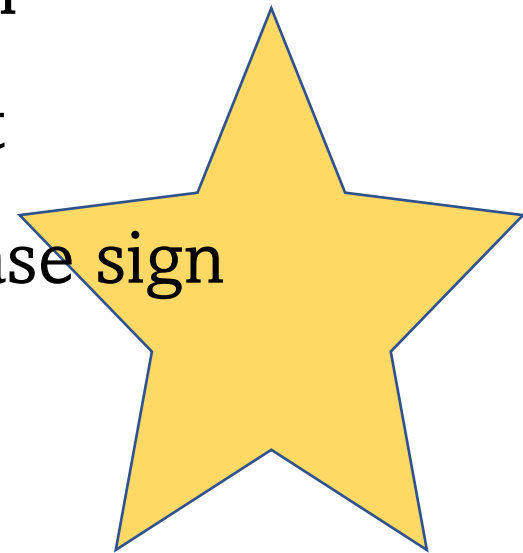
- PE
- **Wednesday morning** with Complete sports coach and **Friday mornings**
- Children need shorts, T shirt and trainers.
- As the weather gets colder, they may wear leggings/track suit bottoms, fleeces or sweatshirts.
- Children need their own PE kit in every week.
- Please take earrings out before school.

Homework

To be sent out on **Wednesday** and returned on **Monday**.

What will it include?

1. List of spellings: focus on a learning rule and include 5 key words
2. Spelling activity
3. Times Table Rock Stars: each child has their own login
4. An English or maths task that will be alternatively sent
5. Reading: try and read every night, ask questions. Please sign the reading journals



One-page Profiles

What is a one-page profile?

A single page of writing that captures the important information about a person

- what is important to them?
- what people appreciate about them?
- how they want to be supported?

Expectations

Ready Safe Respectful

- Toilet breaks
- Being ready to learn
- Asking for help
- Supporting others: role in class: jobs
- Always showing respect to others

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------|---------|---|--------------------------------------|--------|
| Homework returned | | PE with Complete Homework sent out | Library visit (books to be returned) | PE |

Please ensure the office has up to date contact numbers so we can contact you.

School main contact: 01252 320379

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