

**CURRICULUM - YEAR 3 - Spring 2020**  
**MAIN FOCUS –The Iron Age to Stone Age**

|              | WORK COVERED   | HOW TO HELP YOUR CHILD AT HOME  | Please discuss this vocabulary with your child  |
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| <b>MATHS</b> | <ul style="list-style-type: none"> <li>- Fractions- Recognise and use fractions as numbers, finding <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of a fraction. Understanding how to use the numerator and the denominator to find fractions of a shape.</li> <li>- Recognising that division relates to fractions when finding a fraction of a whole amount or quantity.</li> <li>- Equivalent fractions and beginning to add fractions with the same denominator.</li> <li>- Fractions of shapes and amounts, equivalent fractions.</li> <li>- On-going development of HTO, addition and subtraction through place value.</li> <li>- Rounding to nearest 10 and 100.</li> <li>- Written and mental methods for multiplication and division.</li> <li>- Revise multiplication tables.</li> <li>- Multiplying by 10 and 100.</li> <li>- Know and use standard units for measurement, weight and capacity and know the relationship between units of measurement (e.g. 1m = ? cm), make sensible estimations.</li> <li>- Time: reading time to the nearest 5 mins on a digital and analogue clock.</li> <li>- Present and interpret statistics presented in Venn diagrams, Carroll diagrams, pictograms and bar graphs.</li> </ul> | <p>Using shapes to find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>.<br/>           Working out fractions of quantities e.g. If I have 24 sweets and I give you <math>\frac{1}{4}</math>, how many will you have?</p> <p>Use sharing to help your child find a fraction of an amount. Look at the denominator to work out what to divide the amount by.</p> <p>Helping your child to practise and revise tables already learnt (2,3,4,5,6,8,10,11).<br/>           Weighing and measuring things in the home.<br/>           Look at scales in the home e.g. bathroom/kitchen scales.<br/>           Practising telling the time, working out what the time will be in 10 mins, <math>\frac{1}{2}</math> hr, 1 hr etc.</p> <p>General maths games:<br/> <a href="http://www.bbc.co.uk/bitesize/ks2/maths/">http://www.bbc.co.uk/bitesize/ks2/maths/</a><br/>           Education City – <a href="http://www.educationcity.com">www.educationcity.com</a> (Using LGFL username and password)</p> <p>Times tables:<br/> <a href="http://www.amblesideprimary.com/ableweb/mentalmaths/tabletrees.html">http://www.amblesideprimary.com/ableweb/mentalmaths/tabletrees.html</a><br/> <a href="http://www.topmarks.co.uk/maths-games/hit-the-button">http://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p>Mirodo is another fantastic online resource that the children can access at home. It has a range of activities that can help your child develop their mathematical knowledge to work towards the expected standard for Year 3.</p>  | <p>Fraction<br/>           Amount<br/>           Shading<br/>           Half<br/>           Quarter<br/>           Denominator<br/>           Numerator<br/>           Quantity<br/>           Division<br/>           Ordering</p> <p>Column<br/>           Ones<br/>           Tens<br/>           Hundred<br/>           Multiply<br/>           Divide<br/>           Repeated addition<br/>           Repeated subtraction<br/>           Number bonds<br/>           Estimate<br/>           Approximately</p> <p>Unit of measure<br/>           Equipment<br/>           Method<br/>           Statistics<br/>           Table<br/>           Chart<br/>           Venn diagram<br/>           Carroll diagram</p> |

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| <p style="text-align: center;"><b>ENGLISH</b></p> | <p><b>Writing Skills</b></p> <p>Continuing to develop writing skills:</p> <ol style="list-style-type: none"> <li>1. Vocabulary- adjectives and verbs</li> <li>2. Conjunctions- and, but, so, then, because, when.</li> <li>3. Openers- words that start sentences.</li> <li>4. Punctuation- . ! ? , “”</li> <li>5. Handwriting- Clear, neat, accurate and joined-up.</li> </ol> <p><b>Science Fiction</b></p> <p>Looking at the features of a science fiction story and creating their own. Use of visual prompts to imagine what it would be like on another planet. They will also create poetry inspired by space.</p> <p><b>Myths and Legends</b></p> <p>Looking at the features of a myth and legend story. Identifying the hero, villain, journey, problem, resolution. Using drama and role-play to interpret characters feelings. Planning own myth and legends story and using the checklist to improve writing.</p> <p><b>Reading</b></p> <p>Individual and Group reading. Guided reading sessions with a focus on poetry and playscripts Responding to texts encouraging powers of inference and deduction Using non-fiction books for research.</p> <p>Weekly spelling practise based on common spelling patterns.</p> | <p>Practise writing sentences/stories with your child at home using the checklist to improve their writing.</p> <p>Begin to edit own work to spot mistakes and make corrections.</p> <p>Help your child to understand the roles of a hero and villain by referring to real life heroes. Nelson Mandela, Florence Nightingale.</p> <p>Visit these websites to watch myths and legends stories.</p> <p><a href="http://www.abc.net.au/arts/wingedsandals/storytime/">http://www.abc.net.au/arts/wingedsandals/storytime/</a></p> <p><a href="http://myths.e2bn.org/index.php">http://myths.e2bn.org/index.php</a></p> <p>Similar to Mathletics, Spellodrome is a great online resource that allows the children to develop their spellings through a range of activities and games. To log-in, your child needs to use the same username and password as they do for Mathletics.</p> <p><a href="http://uk.spellodrome.com">http://uk.spellodrome.com</a></p> <p>Daily help and practise with reading.</p> <p>Visit the library and look at a selection of non-fiction books. Talk about how the information is set out and practise using the contents and index pages.</p> <p>Ask children questions about stories they have read. Learn weekly spellings.</p> <p>Mystery solving link:<br/><a href="http://kids.mysterynet.com/">http://kids.mysterynet.com/</a></p> <p>Mirodo is a great resource for developing your child’s reading comprehension skills. Mirodo’s smart marking tool means the pitch of the comprehension questions are adapted to ensure your child is challenged appropriately.</p> <p style="text-align: center;"></p> | <p>Setting<br/>Characters<br/>Problem<br/>Adventure<br/>Resolution<br/>Description<br/>Hero<br/>Villain</p> <p>Science Fiction<br/>Opening<br/>Build up<br/>Problem<br/>Resolution<br/>Ending<br/>Voyage</p> <p>Poetry<br/>Playscripts<br/>Dialogue<br/>Characters<br/>Scene<br/>Act</p> |
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| <b>SCIENCE</b>                            | <p><b>Plants-</b></p> <p>Looking at helping plants to grow well. Identifying parts of a plant and learning what their function is. Learning what a plant needs to grow well.</p> <p>Using investigation skills to test what would happen if plants are denied what they need e.g. no sunlight, lack of water.</p> <p><b>Magnets and springs-</b></p> <p>Looking at magnets to find out what materials are magnetic and what materials are non-magnetic. Carrying out investigations to test the strength of magnets and springs. Identifying forces in action when a spring is compressed or stretched.</p> | <p>Look at plants and watch how they grow over time.</p> <p>Try planting a seed at home to watch it closely and learn how to care for a plant to help it grow.</p> <p><a href="http://www.bbc.co.uk/schools/ks2bitesize/science/living_things/plants/play.shtml">http://www.bbc.co.uk/schools/ks2bitesize/science/living_things/plants/play.shtml</a></p> <p>Try to identify materials at home that are magnetic and non-magnetic.</p> <p><a href="http://www.sciencekids.co.nz/gamesactivities/magnetssprings.html">http://www.sciencekids.co.nz/gamesactivities/magnetssprings.html</a></p> | <p>Plant<br/>Stem<br/>Roots<br/>Petal<br/>Leaf<br/>Seed<br/>Soil<br/>Temperature<br/>Germinate<br/>Grow</p> <p>Magnets and springs:<br/>repel, attract,<br/>pole, north,<br/>south, force,<br/>magnetic,<br/>push, pull.</p> |
| <b>HISTORY</b><br>Stone Age to Iron Age   | <p>Using a timeline to discover when the Iron Age and the Stone Age began.</p> <p>Looking at life in Britain during the Iron Age and the Stone Age and the types of homes people lived in.</p> <p>Discovering the Celts and how they lived their lives.</p>   | <p>Visit a library or research British life during the Iron Age and the Stone Age.</p> <p>Visit the following website to help your child gather more information.</p> <p><a href="http://www.bbc.co.uk/wales/celts/">http://www.bbc.co.uk/wales/celts/</a></p>  | <p>Iron Age<br/>Stone Age<br/>Celts<br/>Roundhouse<br/>Britain<br/>Invaders<br/>Settlers</p>   |
| <b>GEOGRAPHY</b><br>Local Study (Croydon) | <p>Children will learn about their local area of Croydon by exploring maps, land use, transport, and buildings within Croydon Town Centre.</p>  | <p>Visit Croydon Town Centre and take a look at the different buildings. How long have these buildings been here?</p> <p>Use a map to find out where you live. Can you find local parks, hospitals and schools?</p>   | <p>Croydon<br/>Land Use<br/>Buildings<br/>Map skills</p>   |

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| <b>DT</b><br>(Second half of Spring Term) | <p><b>Rising Stars Scheme of Work</b></p> <p><b>'We are exhibition designers'</b></p> <p>The children will be creating their own lever mechanism to be part of an exhibition. The children will be developing their skills through exploring different mechanical levers and pop-ups.</p>   | <p>Take a look at toys at home that use levers and pivots to move. Discuss with your children how these toys move and whether or not they have a lever. With an adult, children could look at everyday mechanisms at home such as scissors and tweezers.</p> <p>Using card at home, try to make a lever using split pins.</p> | <p>Pivot<br/>Lever<br/>Linkages<br/>Mechanism<br/>Exhibition</p>   |
| <b>Art</b><br>(First half of Spring Term) | <p>Children will be designing and creating their own stained glass windows. Children will have the opportunity to look at and discuss work of other artists as well as looking at real examples of stained glass windows.</p> <p>Painting, sketching and making decisions about design/colour.</p>  | <p>Children can discuss their favourite artists at home.</p> <p>Research to find out what stained glass windows look like and where they are commonly found.</p> <p><a href="http://www.stainedglasscentre.co.uk/churchworkpictures.html">http://www.stainedglasscentre.co.uk/churchworkpictures.html</a></p>                 | <p>Line<br/>Tone<br/>Colour<br/>Artist<br/>Painting<br/>Sketching</p>  |
| <b>R.E.</b>                               | <p><b>Judaism-</b></p> <p>Investigating facts and beliefs. Discussing key beliefs in Judaism. Looking at different Jewish artefacts.</p> <p>What is The Shema?<br/>What is a Mezuzah?<br/>What is a belief?<br/>What is a fact?</p> <p><b>Christianity-</b></p> <p>During this unit the children will learn about the Christian faith, The Ten Commandments, features of a church and Easter.</p> | <p>Encourage your child to use reference books, visit the library and internet web sites on the topic.</p> <p>Discuss the beliefs of others in relation to your own. Consider similarities and differences.</p>   | <p>Judaism<br/>God Jews<br/>Shema<br/>Authority<br/>Mezuzah<br/>Moses<br/>Plague<br/>Prophet</p> <p>Christian<br/>Worship<br/>Easter<br/>Christianity<br/>The Ten<br/>Commandments</p> |
| <b>MUSIC</b>                              | <p>Charanga Music Scheme of Work</p> <p><b>Three Little Birds</b></p> <p><b>Mamma Mia</b></p> <p>During these units children will learn:</p> <ul style="list-style-type: none"> <li>• How to listen to a song</li> <li>• Experience and learn how to</li> </ul>   | <p>Listen to different composers and identify patterns and instruments.</p> <p>Listen to pop music at home and try to identify the rhythm and beat. Can you listen to different pop songs and compare the music and the lyrics.</p>   | <p>Pitch<br/>Volume<br/>Speed<br/>Ostinato<br/>Rhythm<br/>Beat<br/>Lyrics</p>  |

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|                            | <p>apply key musical concepts of finding a pulse, clapping a rhythm and use of pitch.</p>  |   |  |
| <b>COMPUTING</b>           | <p><b>We are Presenters</b><br/> The children will be developing their ICT skills through the unit called 'We are presenters'.<br/> Pupils will be using video recording and editing software to record a presentation advertising local attractions in the Croydon area.<br/> They will be using research on the local area to create a persuasive script and presenting this to camera.</p>  | <p>Discuss the effect that sound and camera angles have on creating a mood. Look at some of the skills that professional presenters use.<br/> Newsround video clips:<br/> <a href="http://www.bbc.co.uk/newsround/news/">http://www.bbc.co.uk/newsround/news/</a></p> | <p>Edit<br/> Panning<br/> Software<br/> Hardware<br/> Video capture<br/> Cutting</p>                                       |
| <b>SAFETY ONLINE</b>       | <p>Children will develop an awareness of relevant safety issues and understand that personal information is unique to them.</p> <p>The children will explore a range of age-appropriate digital resources and know that not everything they find online is accurate.<br/> Children will know that some websites contain advertisements (often embedded) and will learn how to ignore them.</p> | <p>Encourage your children to explore the internet safely.</p> <p>Visit The ThinkuKnow website for fun games and interactive resources.<br/> <a href="http://www.thinkuknow.co.uk/5_7/hectorsworld/">http://www.thinkuknow.co.uk/5_7/hectorsworld/</a></p>            | <p>Safety<br/> Website<br/> Online<br/> Personal Information<br/> Passwords<br/> Digital Resources<br/> Cyber-bullying</p> |
| <b>Internet Safety Day</b> | <p>This day will be used to explore issues of e-safety with the children using resources from the UK Safer Internet Centre.</p>  | <p><a href="https://www.saferinternet.org.uk/safer-internet-day/2020">https://www.saferinternet.org.uk/safer-internet-day/2020</a><br/> Use this website to find out more about this Year's theme.</p>  |  |
| <b>PSHE</b>                | <p>Children will be learning about the Health and Well-Being topic 'My feelings'.</p> <p>Children will develop skills and strategies to help them recognise and control different emotions.<br/> Children will discuss different scenarios in class and how their feelings can change.</p>   | <p>Discuss with your children at home the range of different feelings and emotions someone can have.</p>  | <p>Feelings<br/> Emotions<br/> Happy<br/> Sad<br/> Angry<br/> Lonely</p>   |
| <b>P.E.</b>                | <p><b>Social skills within PE:</b></p> <ul style="list-style-type: none"> <li>- I cooperate well with others and give helpful feedback.</li> <li>- I help organise roles and responsibilities and I can guide a small group through a task.</li> </ul>   | <p>Encourage your children to skip, run and create short balance routines at home.</p> <p>Encourage your child to play active games with roles and responsibilities with their family and/or friends.</p>   | <p>Cooperate<br/> Coach<br/> Encourage<br/> Dynamic<br/> Balance<br/> Agility<br/> Static<br/> Sequence<br/> Evaluate</p>  |

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|                | <p>- I am happy to show and tell others about my ideas.</p> <p>- I show patience and support others listening carefully to them about our work.</p> <p>- I can help, praise and encourage others in their learning.</p> <p><b>Physical areas focussed on:</b></p> <p>- Dynamic Balance to Agility (jumping and landing)</p> <p>- Static Balance (seated).</p> | <p>Please make sure your child has their PE kit in school, labelled with their name.</p>  |   |
| <b>Spanish</b> | <p>To be able to count from 1 to 30</p> <p>To be able to say the days of the week and months of the year.</p> <p>To be able to say theirs and others birthdays. ( Happy Birthday song)</p> <p>To be able to express the date in Spanish.</p>  | <p>Here are some useful sites:<br/>For vocabulary : <a href="http://www.e-spanyol.hu/en/vocabulary/words_countries.php">http://www.e-spanyol.hu/en/vocabulary/words_countries.php</a></p> <p>Latin-American history:<br/><a href="http://www.lonelyplanet.com/south-america/history">http://www.lonelyplanet.com/south-america/history</a></p> <p>Expressing preferences:<br/><a href="http://quizlet.com/18500945/spanish-ii-u3l1-express-preferences-and-opinions-flash-cards/">http://quizlet.com/18500945/spanish-ii-u3l1-express-preferences-and-opinions-flash-cards/</a></p> <p>General: primary resources/Spanish</p> <p>Practice:<br/>BBC/languagesKS2/Spanish</p> | <p>¡ Feliz cumpleaños! - Happy birthday, ¿Qué día es? What day is it ?,<br/>Lunes - Monday,<br/>Martes – Tuesday,<br/>Miércoles- Wednesday,<br/>Jueves – Thursday,<br/>Viernes - Friday<br/>Sábado – Saturday,<br/>Domingo- Sunday.</p> |

All children can use their logins to access these sites at home:



Please also visit:

<http://www.elmwood-jun.croydon.sch.uk/learning-zone/>