

# Elmwood Junior School

## Year 3 Curriculum

### Spring 2022



Elmwood is a diverse and multi-cultural school where pupils' personal development and well-being are central to our ethos. Every pupil is valued and their unique qualities are recognised, nurtured and celebrated. Lessons are creative and inspiring and encourage a love of learning in pupils. At Elmwood we work together to ensure each pupil reaches their full potential. Pupil voice is highly valued and we work in partnership with parents and carers to develop personal, social, moral, spiritual and cultural well-being. High expectations for all our pupils enable them to become resilient, independent, confident and successful life-long learners.

### Homework Timetable

The following table shows what homework is set on each day in Year 4. Please ensure homework is completed daily. Your child will be set activities on the online learning platforms in the table below. These platforms are a fantastic resource for extra work and can be used in addition to any homework sent. Any additional work completed is sent to your child's teacher.

Homework Timetable

Monday	
Tuesday	 
Wednesday	
Thursday	
Friday	 Google Classroom

### Daily Reading

Your child should also read daily using the reading book provided by the school. Please initial or sign your child's contact book so that the class teacher knows that your child is reading regularly. The reading book will be changed weekly. If your child finishes the book, they can also read the book borrowed from the school library.

	WORK COVERED	HOW TO HELP YOUR CHILD AT HOME	Please discuss this vocabulary with your child
MATHS	<p>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.</p> <p>Recognising that division relates to fractions when finding a fraction of a whole amount or quantity.</p> <p>Equivalent fractions and beginning to add fractions with the same denominator.</p> <p>Fractions of shapes and amounts, equivalent fractions.</p> <p>On-going development of HTO, addition and subtraction through place value.</p> <p>Rounding to nearest 10 and 100.</p> <p>Written and mental methods for multiplication and division.</p> <p>Revise multiplication tables.</p> <p>Multiplying by 10 and 100.</p> <p>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.</p> <p>Time: reading time to the nearest 5 mins on a digital and analogue clock.</p> <p>Present and interpret statistics presented in Venn diagrams, Carroll diagrams, pictograms and bar graphs.</p>	<p>Using shapes to find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math>. 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). Weighing and measuring things in the home. Look at scales in the home e.g. bathroom/kitchen scales. 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:  <a href="https://www.bbc.co.uk/bitesize/subj/ects/z826n39">https://www.bbc.co.uk/bitesize/subj/ects/z826n39</a>            Education City – <a href="http://www.educationcity.com">www.educationcity.com</a> (Using LGFL username and password)</p> <p>Times tables:            Time tables rock stars:  <a href="https://trockstars.com/">https://trockstars.com/</a></p>  <p><a href="https://student.freckle.com/#/login">https://student.freckle.com/#/login</a></p>  <p><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>Fraction            Amount            Shading            Half            Quarter            Denominator            Numerator            Quantity            Division            Ordering</p> <p>Column            Ones            Tens            Hundred            Multiply            Divide            Repeated addition            Repeated subtraction            Number bonds            Estimate            Approximately</p> <p>Unit of measure            Equipment            Method            Statistics            Table            Chart            Venn diagram            Carroll diagram</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><b>ENGLISH</b></p>	<p><b>Writing Skills</b> Continuing to develop writing skills: 1. Vocabulary- adjectives and verbs 2. Conjunctions- and, but, so, then, because, when. 3. Openers- words that start sentences. 4. Punctuation- . ! ? , “” 5. Handwriting- Clear, neat, accurate and joined-up.</p> <p><b>Science Fiction</b> 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>Newspaper report</b> Looking at the features of a newspaper report Using the 5 w’s to help inform their planning. Using drama and role-play to interpret characters feelings. Planning own newspaper report and using the checklist to improve writing.</p> <p><b>Reading</b> Individual reading everyday. Guided reading sessions: Tilly and the Time machine The Owl who was afraid of the dark. Non-fiction texts Children will learn to use inference and deduction to help answer questions.</p> <p>Non-fiction books for research.</p> <p>Weekly spelling practise based on common spelling patterns.</p>	<p>Read a wide range of materials with your child such as books, magazines, newspapers, time-tables, recipes, instructions, poetry.</p> <p>Twenty minutes daily reading; spend time reading and discussing texts together, considering: - Your child’s opinions and their ability to support these with evidence</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>Visit this website to find out more about Newspaper reports: <a href="https://www.bbc.co.uk/bitesize/articles/z739whv">https://www.bbc.co.uk/bitesize/articles/z739whv</a></p> <p>Similar to Mathletics, Readiwriter 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. <a href="https://login.readiwriter.com/">https://login.readiwriter.com/</a></p>  <p>Daily help and practise with reading. Visit the library and look at a selection of non-fiction books. Talk about how the information is set</p>	<p>Setting Characters Problem Adventure Resolution Description</p> <p>Science Fiction Opening Build up Problem Resolution Ending Voyage</p> <p>Poetry Playscripts Dialogue Characters Scene Act</p>

		<p>out and practise using the contents and index pages.</p> <p>Ask children questions about stories they have read. Learn weekly spellings.</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><b>SCIENCE</b></p>	<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. 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="https://www.bbc.co.uk/bitesize/articles/zrckg7h">https://www.bbc.co.uk/bitesize/articles/zrckg7h</a> <a href="https://www.bbc.co.uk/bitesize/clips/zyvs34j">https://www.bbc.co.uk/bitesize/clips/zyvs34j</a> <a href="https://www.kidsworldfun.com/learn-science/living-and-non-living-things.php">https://www.kidsworldfun.com/learn-science/living-and-non-living-things.php</a></p> <p>Try to identify materials at home that are magnetic and non-magnetic. <a href="http://www.sciencekids.co.nz/game/sactivities/magnetssprings.html">http://www.sciencekids.co.nz/game/sactivities/magnetssprings.html</a></p>	<p>Plant Stem Roots Petal Leaf Seed Soil Temperature Germinate Grow</p> <p>Magnets and springs: repel, attract, pole, north, south, force, magnetic, push, pull.</p>
<p><b>HISTORY</b></p> <p>Ancient civilisations and The Maya</p>	<p>Ancient Mayan civilisation Children will build a curiosity and learn how to create questions to enquire about this civilisation. Children will look at artefacts and understand how these can help us learn about the past.</p> <p>Investigating different civilisations around the world. Identifying where they were and looking at similarities and differences between these civilisations.</p>	<p>Visit the British museum and the Natural History museum.</p> <p>Visit the following website to help your child gather more information: <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-lost-lands/zfp6gwx">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-lost-lands/zfp6gwx</a> <a href="https://kids.kiddle.co/Mayan_civilization">https://kids.kiddle.co/Mayan_civilization</a></p>	<p>Maya Civilisation Religion Central America Chichen Itza Indus valley Archaeology</p>

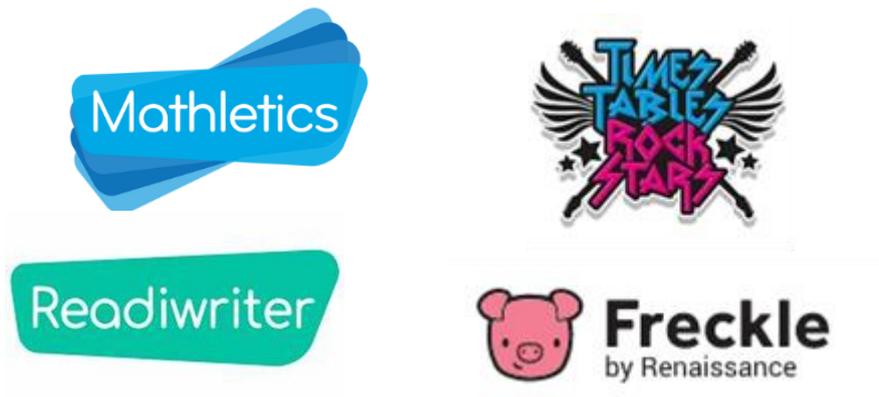
<b>GEOGRAPHY</b> Local Study (Croydon)	Children will learn about their local area of Croydon by exploring maps, land use, transport, and buildings within Croydon Town Centre.	Visit Croydon Town Centre and take a look at the different buildings. How long have these buildings been here?  Use a map to find out where you live. Can you find local parks, hospitals and schools?	Croydon Land Use Buildings Map skills
<b>DT</b>	<b>Kapow Scheme of Work</b> <b>Textiles: Cushions</b> The children will be designing and creating their own cushion adhering to set design criteria, which includes the use of cross stitch and applique.  <b>Structures: Constructing a castle</b> Learning about the features of a castle, children design and make one of their own. They will also be using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	Take a look at textiles at home. Discuss with your children how these cushions are made. With an adult, could practice simple sewing techniques at home. Eg. Practice threading a needle  Watch this video for some support: <a href="https://www.youtube.com/watch?v=4WeLXueyW3w">https://www.youtube.com/watch?v=4WeLXueyW3w</a>  Open this link to have a look at the vocabulary they will need and discuss this with your child at home. <a href="#">KO-DT-Y3-Castles-WEB.pdf</a> Practice constructing homes/ creating things out of recycled material at home.	Accurate Applique Cross-stitch Cushion Decorate Detail Fabric Running-stitch Seam Stencil Stuffing Target audience  2D shapes 3D shapes Recyclable Scoring Stable Structure Tab Façade Design criteria
<b>Art</b>	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.  Painting, sketching and making decisions about design/colour.	Children can discuss their favourite artists at home.  Research to find out what stained glass windows look like and where they are commonly found.  <a href="http://www.stainedglasscentre.co.uk/churchworkpictures.html">http://www.stainedglasscentre.co.uk/churchworkpictures.html</a>	Line Tone Colour Artist Painting Sketching
<b>R.E.</b>	<b>Christianity</b> Investigating facts and beliefs. Discussing key beliefs in Christianity. Features of a Church Easter Looking at different Christian stories. What is the Holy Trinity What is a belief? What is a fact?	Encourage your child to use reference books, visit the library and internet web sites on the topic.  Discuss the beliefs of others in relation to your own. Consider similarities and differences.	Christianity The Holy Trinity Bible  Christian Worship Easter The Ten Commandments
<b>MUSIC</b>	Kapow Scheme of work	Listen to different composers and	

	<p>Pentatonic melodies and composition: 'Chinese New Year'</p> <p>Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and finally perform their finished pieces.</p>	<p>identify patterns and instruments.</p> <p>Compare different melodies they have listened to at home.</p> <p>Try and use some of the vocabulary and practice describing music.</p>	<p>Pitch Timbre Crescendo Rhythm Tempo Dynamics</p>
<b>COMPUTING</b>	<p><b>Creating media – desktop publishing</b> Pupils will be using Adobe Spark to create and publish invitations and posters. Children will recognise how text and pictures convey meaning and that layouts can be edited to suit different purposes. Children will also consider the benefits of desktop publishing.</p> <p><b>Branches and Data bases</b> Children will create a branching database. They will learn how to create yes/no questions, identify object attributes needed to collect relevant data and be able to explain why it is helpful for a database to be well-structured.</p>	<p>Discuss the effect that different layout designs can have – Look at Adobe spark and practice creating posters/invitations from the templates.</p> <p><a href="https://express.adobe.com/sp/">https://express.adobe.com/sp/</a> (Log in with your lgflmail and password.)</p> <p>Watch this video to show you how to use branching databases and to practice creating a branching database at home: <a href="https://www.j2e.com/help/videos/databases3">https://www.j2e.com/help/videos/databases3</a></p> <p>Practice creating your own one here: <a href="https://www.j2e.com/j2data/">https://www.j2e.com/j2data/</a></p>	<p>Text Images Advantages Disadvantages Font style Communicate Layout Purpose</p> <p>Branching database Database attribute Value, Questions Objects</p>
<b>ONLINE SAFETY</b>	<p>Children will develop an awareness of relevant safety issues and understand that personal information is unique to them. This is taught through the use of Google Be internet Legends and the 5 pillars.</p> <p>The children will explore a range of age-appropriate digital resources and know that not everything they find online is accurate.</p> <p>Children will know that some websites contain advertisements (often embedded) and will learn how to ignore them.</p> <p><b>Internet Safety Day</b> This day will be used to explore issues of online safety with the children using resources from the UK Safer Internet Centre.</p>	<p>Encourage your children to explore the internet safely. Discuss the 5 pillars of Online Safety.</p>  <p>Use Interland at home. <a href="https://beinternetawesome.withgoogle.com/en_us/interland">https://beinternetawesome.withgoogle.com/en_us/interland</a></p> <p>Visit The ThinkuKnow website for fun games and interactive resources. <a href="https://www.thinkuknow.co.uk/4_7/">https://www.thinkuknow.co.uk/4_7/</a></p> <p>Use this website to find out more about this Year's theme. <a href="https://www.saferinternetday.org/">https://www.saferinternetday.org/</a></p>	<p>Safety Website Online Personal Information Passwords Digital Resources Cyber-bullying</p>

<p><b>PSHE</b></p>	<p><b>Jigsaw</b> <b>Dreams and Goals</b></p> <p>The theme offers children the opportunity to discuss challenges and how they can be overcome, talk about their dreams, set some goals and be able to discuss their feelings once these goals are achieved.</p> <p>Throughout the theme children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, while learning – shared models for ‘calming down’ and ‘problem solving’.</p>	<p>Discuss with your children at home the range of different feelings and emotions someone can have.</p> <p>Talk about dreams and goals. Set some goals for the end of term with your child and discuss how they can achieve them.</p>	<p>Feelings Emotions Goals Dreams</p>
<p><b>P.E.</b></p>	<p><b>Real PE</b> <b>Cognitive skills within PE:</b></p> <ul style="list-style-type: none"> <li>- I can begin to order instructions, movements and skills</li> <li>- I understand ways to judge performance.</li> <li>- I can explain what I am doing well.</li> </ul> <p><b>Creative skills within PE</b></p> <ul style="list-style-type: none"> <li>-I can make up my own rules and versions of activities.</li> <li>-I can link actions and develop sequences of movements that express my own ideas.</li> <li>-I can select and link movements together to fit a theme.</li> </ul> <p><b>Physical areas focussed on:</b></p> <ul style="list-style-type: none"> <li>- Dynamic Balance</li> <li>- Co-ordination – ball skills</li> <li>-Co-ordination (sending and receiving)</li> <li>-Counter balance</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>Please make sure your child has their PE kit in school, labelled with their name.</p> <p>Opportunities to go swimming outside of school.</p>	<p>Cooperate Coach Encourage Dynamic Balance Agility Sequence Evaluate</p>
<p><b>Spanish</b></p>	<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>Here are some useful sites: 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: <a href="http://www.lonelyplanet.com/south-">http://www.lonelyplanet.com/south-</a></p>	<p>¡ Feliz cumpleaños! - Happy birthday, ¿Qué día es? What day is it ?, Lunes -</p>

	<p>To be able to express the date in Spanish.</p>	<p><a href="#">america/history</a></p> <p>Expressing preferences:  <a href="http://quizlet.com/18500945/spanish-ii-311-express-preferences-and-opinions-flash-cards/">http://quizlet.com/18500945/spanish-ii-311-express-preferences-and-opinions-flash-cards/</a></p> <p>General: primary resources/Spanish</p> <p>Practice:  BBC/languagesKS2/Spanish</p>	<p>Monday,  Martes –  Tuesday,  Miércoles-  Wednesday,  Jueves –  Thursday,  Viernes -  Friday  Sábado –  Saturday,  Domingo-  Sunday.</p>
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All children can use their logins to access these sites at home:



Please also visit:

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