



## 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, we use 'The Write Stuff', by Jane Considine, to drive the development of our pupils' writing skills. 'The Write Stuff' follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing 'chunks of sense'.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

**Initiate** section – a stimulus to capture the children's imagination and set up a sentence.

**Model** section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.

**Enable** section – the children write their sentence, following the model.

A class sentence stack is created to celebrate children's sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing.

At the end of the unit of learning, children apply the skills they have learnt to their own piece of independent writing. After completing their independent piece of writing, the children have a dedicated session to edit their work. The final stage is to 'publish' their writing, where pupils are given the opportunity to demonstrate their best writing and presentation skills.

The children have opportunities to write in a wide range of genres. Where possible, we link these to the topics covered in other subjects, for example, The Stone Age or Rivers.

In Year 3, the children have opportunities 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

#### Handwriting

In Year 3, children are expected to use legible, fluent, joined handwriting. In order for the children to build upon the techniques from Key Stage One and to develop fluency, we have weekly handwriting activities. Where necessary, we organise handwriting interventions to support individuals.

### Reading

There are many contexts in which the children continue to develop their reading skills whilst in Year 3. We would like the children to develop a deep understanding and enjoyment of the texts they are reading. We have a daily guided reading session which enables the children to develop a deep understanding of the vocabulary and meaning within a specific text, through discussion and oral comprehension. This provides an opportunity to model questions and answers for a written comprehension which the children complete at the end of each week.

The children also have opportunities to read independently. They complete an Accelerated Reader quiz once they have read each book. These quizzes give the children an opportunity to demonstrate their understanding of the books they have read, as well as developing independence and responsibility for their own learning. 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

The children will be given opportunities to develop confidence in speaking and listening through discussion, debates, presentations and role play across a variety of curriculum subjects. They will learn to respond appropriately and respectfully to others' viewpoints, articulate their ideas, discuss issues and answer questions.

### **Maths**

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 a variety of 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 focussed 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**

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 word processing, learning how to edit and create documents in Word. In addition, pupils build their skills in creating digital artwork, which includes designing pattern and symmetry effects, as well as creating animated GIF computer game graphics. The children also learn how to use computer aided design, where tasks include designing cities/towns for a purpose and to a budget, and re-creating, or designing, familiar 3D models, such as tables and chairs.

In addition, pupils learn about the importance of online safety 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 concerns 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. Mehen game boards are made by sculpting clay and in food technology the children make authentic Egyptian flatbreads. Our artist for Year 3 is Claude Monet, so we spend time learning about his life, impressionism and create his waterlilies series in 3D. To link with our Science lessons on nutrition, the children look at the work of Giuseppe Arcimboldo and make a collage in a similar style to his paintings. When learning

about soil in Science, the children design and make a dessert to represent the different layers found underground. During our Stone Age unit of study, we look closely at the style used in cave paintings to recreate our own, as well as trying out some weaving styles.

### **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. In the Summer Term, we have a focus on rhythm and body percussion. Throughout the year, we listen to and appraise music by a variety of composers. Singing assemblies 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. We use a variety of research materials and historical artefacts to investigate the past and promote historical enquiry. We reinforce the idea that much of our historical knowledge and understanding is based on interpretation of limited evidence. The children use maps and atlases to locate continents, oceans and the world's major rivers. A school visit to Redgrave and Lopham Fen gives an opportunity to see the River Waveney's source and take measurements. 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. The children sketch maps and devise a survey based on the local area.

### **Physical Education**

Through the Autumn and Spring Terms, the children have 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. Key component skills are taught and practised before children work together to devise, for example, a group dance or play a competitive game of hockey. Links are also made between different sports, where applicable, and skills transferred to be further developed.

### **Personal and Social Education**

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.

### **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'.