



# Year 3 Curriculum Information

## Spring Term: January 2024



### Reading

We kindly request that children look after their reading books and diaries and continue to read daily. A parent or carer should write a short comment to show us that the children have read at home.

Reading book and diary MUST come to school each day.

In addition to the book the children bring home, they will also keep a book of their choice, chosen from the class library, which they will have the opportunity to read in class each day.

Children will continue to learn skills of retrieval, inference, and comprehension through guided sessions in week in school.

Reading is such an important cornerstone to all areas of learning, and we hope you will support us in helping your child be the best readers they can be, by listening to them read at home, and discussing the books or other texts they have read.



### Writing

In English this term we will be using texts linked to our humanities topics, Through the Ages and One Planet, Our World. In the first half of Spring term will be reading 'Stone Age Boy', 'How to wash a Woolly Mammoth', to inspire us to write narratives and instructional texts. In the second half of the term we will be reading 'The Street beneath my Feet' and a range of poetry, to inspire some non-fiction and debate and discussion pieces and also some fabulous poetry.

We will continue to learn spelling, grammar and punctuation rules, and practise these in their writing. We will focus particularly on expanded noun phrases, adverbial phrases, how to use apostrophes to show possession, conjunctions and prefixes.

### Handwriting

To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

To increase the legibility, consistency and quality of their handwriting, for example, by ensuring that letters are spaces appropriately.

### SPaG

In Spring 1, the children will revise and consolidate understanding and use of: nouns and pronouns, consonants and vowels, suffixes (-ly), past tense and subordinating clauses.

In Spring 2 they will cover: adjectives, 'A' or An', prefixes (-anti, auto), present tense and apostrophes

### Spellings

Here are the spellings for this ½ term. Please ensure you look at these words and practice the words with your child and help them learn to spell them.

Ideas to help you practice:

Week 1 Words with short /i/ sound spelt with 'y'	Week 2 Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Week 3 Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)
myth	gardener	forgetting
gym	gardening	forgotten
Egypt	limited	beginning
pyramid	limiting	beginner
mystery	offering	preferred
hymn	offered	preferring
system	benefited	occurred
symbol	benefiting	occurring
lyric	focused	forbidden
typical	focusing	committed

Week 4 Creating negative meanings using prefix mis-	Week 5 Creating negative meanings using prefix dis-	Week 6 Words with a /t/ sound spelt with 'ch'
misspell	dislike	scheme
mislead	disobey	chorus
mistreat	discolour	echo
misbehave	discover	character
mistrust	disappear	ache
misprint	dishonest	chaos
misuse	disallow	stomach

### Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

### Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

### Numeracy

This term the children will be focusing on multiplication and division. In this unit they will continue to write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods. It is important the children frequently practice their times tables at home, this will foster confidence when completing tasks that require mental methods when problem solving. The children will also focus on practicing and using their reasoning and problem solving skills, helping them understand how to break down questions and take the right steps/methods when answering them.

**Times Tables Rockstars:**

As encouraged last term we would like the children to continue daily practice at home of their time tables to see a significant progress with their timetables over the year. As our unit will focus on multiplication and division this term it would be very helpful for the children to practice and become confident with the following times tables: 2,3,4,5,8 and 10.

## RE

Our RE topics this term ask the big questions: 'What does it mean to be Jewish?'



'How do Christians believe following Jesus' new commandments and His two greatest commandments make a difference?' and 'Who is the most important person in the Easter story?'



We will explore these questions in a number of ways that allow us to learn about the beliefs of others as well as reflect on our own beliefs.

## Science

### Spring 1: Mighty Metals

In this unit the children will link their learning to their English and creative curriculum topics. They will explore the scientific world of forces and magnetism, metals and materials. We will trial, build and move by carrying out several investigations. Looking at which force is at play as you slide down a slide or swing on a swing? Explaining why magnets repel and attract? Making a penny look shiny and new or build a steel band from pots and pans?

### Spring 2: Lights and Shadows

This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with the Sun are also explored.

Throughout this unit the children will explore areas such as: Light, light sources, reflectors, reflective and non reflective materials, sun safety, and how light can be seen,

## Computing

### Spring 1: Sequencing sounds

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

### Spring 2: Data information

Learners will begin to understand what the term data means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.

## Creative Curriculum

In the Through the Ages project, your child will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. They will discover terminology relating to time and sequence dates to make a timeline. They explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. They will also study how technology improved over time, including how the discovery of different metals changed the way that people lived.

### Art/DT

#### Spring 1: Prehistoric Pots

This project will be linked to Through the Ages.

This Art/DT project will teach children about Bell Beaker pottery. It allows the children to explore different clay techniques, which they use to make and decorate their own Bell Beaker-style pot.

#### Spring 2: Cook well eat well

This project will teach the children about food groups and the Eatwell guide. They will learn about methods of cooking and explore these by cooking potatoes and ratatouille. The children choose and make a taco filling according to specific design criteria.

## PE

PE will continue to take place every Wednesday and Friday. The children will have one outdoor session as well as one indoor session. This term the children will focus on gymnastics and invasion games.

It is important the children bring in their PE kits that should remain in school available for each lesson.

## Homework

Our expectations by this time of year are for the children to be reading every day at home for at least ten minutes, plus learning their spelling words and practising their times tables using the TT rockstar programme (Usernames and passwords have been provided). No other formal homework will be set on a weekly basis, however, topic based homework projects may be set once every half term, and more information on this will follow.

We are very lucky to have Mrs King, Mrs James and Uche continuing to support the children in Year 3 this year alongside us, their class teachers. As a team we will do our best to ensure that all of the children achieve and flourish to the best of their ability.

Please ensure you read and visit our Year 3 page on our website as there will updates each half term about what the children have been working on.

If you do wish to contact us, please do call the office and leave us a message or email the school office on: Email: [sbm@st-james-enfield.sch.uk](mailto:sbm@st-james-enfield.sch.uk)

We are looking forward to the year ahead and to working with you and your child.

Mrs Oliveri and Mrs Khan