

Year 3 Imaginative Learning Project = Engage, Develop, Innovate, Express – Mighty Metals

English

Reading

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and read for a range of purpose
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Discuss words and phrases that capture the reader's interest and imagination
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Ask questions to improve their understanding of a text

Writing

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas
- Compose and rehearse sentences orally (including dialogue)
- In narratives, creating settings, characters and plot
- Increase the legibility, consistency and quality of their handwriting
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Grammar

- Progressively build a varied and rich vocabulary and an increasing range of sentence structures

Spoken language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Participate in discussions, presentations, performances, role play, improvisations and debates

Spelling

- Use further prefixes and suffixes and understand how to add them and their meanings.

Mathematics

Number – Addition and Subtraction

Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Estimate the answer to a calculation and use inverse operations to check answers.

Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number – Multiplication and Division

Count from 0 in multiples of 4, 8, 50 and 100

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Art and Design

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

Design and Technology

- Investigate and analyse a range of existing products.
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).

Science

- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Compare how things move on different surfaces.
- Set up simple practical enquiries, comparative and fair tests.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Use straightforward scientific evidence to answer questions or to support their findings.

<p>Modern Foreign Languages</p> <p>Listening and responding to classroom instructions.</p> <p>Classroom objects</p> <p>Colours</p> <p>Asking and saying your age</p>	<p>Computing</p> <ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<p>Unit 2 – Social Skills</p> <ul style="list-style-type: none"> Dynamic balance to agility Balancing Concentrate on task Co-operate with others Support others and show them my ideas Help, praise and encourage others 	<p>History</p> <p>No history to take place in this topic.</p>	<p>PSHE & Religious Education (Surrey Agreed Syllabus)</p> <ul style="list-style-type: none"> JIGSAW Unit 2 – Celebrating Difference DISCOVERY RE Unit 2 – Christianity Indian Dance Workshop
		<p>Music - Charanga</p> <ul style="list-style-type: none"> To recognise styles of music and their style indicators To sing a song with understanding and musicality. 	<p>Geography</p> <p>No geography to take place in this topic.</p>	

Home Learning:

Imagine... you wake up and all the metal in the world has vanished! Write a story about your day. How is everyday life different without metal?

Go on a magnetic treasure hunt in your house. How many magnetic objects can you find? What are they made from?

Investigate the best surfaces at home for toy cars to travel on: carpet or a tiled floor? Measure the distance travelled on each type of surface and rank each one in order of effectiveness. Make a table or bar chart to show your results. Which force is acting to slow down and stop the cars from moving?

Read stories and poems about robots. Choose your favourite, then write or film a review for your classmates.

Date due: Friday 13th December 2019