

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

<p style="text-align: center;">English</p> <p>Reading</p> <ul style="list-style-type: none"> • 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 <p>Writing</p> <ul style="list-style-type: none"> • 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 <p>Grammar</p> <ul style="list-style-type: none"> • Progressively build a varied and rich vocabulary and an increasing range of sentence structures <p>Spoken language</p> <ul style="list-style-type: none"> • 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 <p>Spelling</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them and their meanings. 	<p style="text-align: center;">Art and Design</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> • Study an aspect or theme in British history that extends pupil’s knowledge beyond 1066.
<p style="text-align: center;">Mathematics</p> <p>Number – multiplication and division</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and problems in which n objects are connected to m objectives. • Measurement – money • Add and subtract amounts of money to give change, using both £ and p in practical contexts. • Statistics • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and tables. • Measurement – length and perimeter <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <ul style="list-style-type: none"> • Measure the perimeter of simple 2D shapes. • Number – fractions • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or 100 into 10 equal parts • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above. 	<p style="text-align: center;">Design and Technology</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular. • Evaluate their ideas and products against. • 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 	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

<p>Modern Foreign Languages</p> <p>Parts of the body</p> <p>Describing ourselves- hair,eyes,height,character</p> <p>Days of the week</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>Physical Education – Real PE</p> <p>Unit 3 – Cognitive skills</p> <ul style="list-style-type: none"> Dynamic balance to agility Co-ordination Order instructions, movements and skills Understand simple tactics of attacking and defending Understand ways to judge my performance and make improvements 	<p>Science</p> <ul style="list-style-type: none"> Gather, record, classify and present data in a variety of ways to help in answering questions. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat. Identify differences, similarities or changes related to simple scientific ideas and processes. 	<p>PSHE & Religious Education (Surrey Agreed Syllabus)</p> <ul style="list-style-type: none"> Mindfulness JIGSAW Unit 1 – Being me in my world RE day – How does the Bible reveal God's rescue plan? Why are presents given at Christmas and what might Jesus think? Visit to a Synagogue Values based curriculum and school ethos.
<p>Music – Charanga</p> <ul style="list-style-type: none"> To listen to, sing and appraise a song. To experience and learn how to apply key musical concepts / elements. 				

Home Learning. You can choose from one of the following options:

Make an information booklet about a festival that involves eating a special type of food. There are lots to choose from! E.g. Easter Day, Harvest, Halloween, Christmas Day. Please remember, presentation is very important!

Keep a food diary to record the different foods you eat over a weekend. Did you have a balanced diet? Why or how was it balanced?

Make a dish from a recipe book and take photographs to share at school. Write the instructions and a review of how it tasted.

Design and make an exciting sandwich. Draw out the design with labels and take a picture of the final product. Write a review of how it tasted.

Date due: Friday 7th February 2020