

Year 3 Imaginative Learning Project = Engage, Develop, Innovate, Express – Gods & Mortals

<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"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). • Find out about great artists, architects and designers in history. 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> • Learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world.
<p style="text-align: center;">Mathematics</p> <p>Number – Place Value</p> <p>Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Number – Addition and Subtraction</p> <p>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.</p> <p>Number – Multiplication and Division</p> <p>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.</p>	<p style="text-align: center;">Design and Technology</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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. 	<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 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

<p>Modern Foreign Languages</p> <p>Saying hello and goodbye. Asking and saying your name. Asking and saying how you are. Numbers 1 to 10 Nouns - musical instruments (masculine and feminine)</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 1 – Personal Skills</p> <ul style="list-style-type: none"> • Follow instructions • Practise safely • Concentrate on task • Commit • Set own targets • Maintain performance under pressure 	<p>Science</p> <p>No science to take place in this topic.</p>	<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 recognise styles of music and their style indicators • To sing a song with understanding and musicality. 		

Home Learning:

Option 1: Design or make your own mythical creature. Which animal’s body parts could you include in your design? What personality will your creature have? Perhaps you could write a short description of your creature too.

Option 2: Taste some traditional Greek dishes such as moussaka, figs, goat’s cheese or taramasalata. Take some photos and write a food review, describing what you have eaten.

Option 3: Be like an athlete ready to perform at the Olympic Games and get fit by taking a daily run. Time yourself each day and record it in a table. Can you beat your personal best?

Date due: Friday 18th October 2019