

Year 3 Imaginative Learning Project = Engage, Develop, Innovate, Express - Tremors

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

Measurement

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
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 quantities by 10.

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.

It is essential that children continue to practice skills from previous units at home, including times tables, formal methods of calculation and working with money to continue to consolidate their skills.

Art and Design

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

History

- Learn about the Roman Empire and its impact on Britain.

Geography

- Describe and understand key aspects of physical geography including: volcanoes and earthquakes.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Design and Technology

- Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- 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.

<p>Modern Foreign Languages</p> <ul style="list-style-type: none"> Animals/pets Giving someone's name Describing someone else Numbers 11 to 20 	<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 Unit 4 – Creative</p> <ul style="list-style-type: none"> Balance Co-ordination Compare my movements and skills with others Make up my own rules and versions of activities Link actions and develop sequences 	<p>Science</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Set up simple practical enquiries, comparative and fair tests. 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 4 – Healthy Me RE day – Easter: What happened and what matters most to Christians? 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. To recognise styles of music and their style indicators To sing a song with understanding and musicality. 		