

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

English

Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Use dictionaries to check the meaning of words that they have read.
- Discuss words and phrases that capture the reader's interest and imagination
- Predict what might happen from details stated and implied.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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.
- In non-narrative material, use simple organisational devices.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Increase the legibility, consistency and quality of their handwriting

Grammar

- Progressively build a varied and rich vocabulary and an increasing range of sentence structures.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Gain, maintain and monitor the interest of the listener(s).

Spelling

- Contraction, possessive apostrophe (singular and plural).
- Suffixes –ed, -ing, -er, -est –ment, -ness, -ful, -less.

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)
- Find out about great artists, architects and designers in history.

Design and Technology

- 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 tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately.
- 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.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Science

- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Ask relevant questions and using different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- 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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Mathematics

Number – fractions

Recognise and show, using diagrams, equivalent fractions with small denominators.
Compare and order unit fractions, and fractions with the same denominators.
Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$]
Solve problems that involve all of the above.

Measurement – time

Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
Estimate and read time with increasing accuracy to the nearest minute.
Record and compare time in terms of seconds, minutes and hours.
Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
Know the number of seconds in a minute and the number of days in each month, year and leap year.
Compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – properties of shape

Recognise angles as a property of shape or a description of a turn.
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.

Measurement – mass and capacity

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

Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Physical Education – Real PE Unit 6 – Health and Fitness

- Balance
- Dynamic balance to agility
- Knowledge and understanding of health and fitness
- Recognise how their body feels before, during and after exercise
- Understand why we need to warm up and cool down
- Describe basic fitness components

Music – Charanga

- To recognise styles of music and their style indicators
- To compose and accompany a piece of music using percussion instruments.

History

- Learn about changes in Britain from the Stone Age to the Iron Age.

Modern Foreign Languages

Asking for a snack

Giving an opinion about food

The alphabet

PSHE & Religious Education (Surrey Agreed Syllabus)

- Mindfulness
- JIGSAW Unit 6 – Changing Me
- RE day – Why do Christians share communion
- Values based curriculum and school ethos.