Trafalgar Schools' Federation - Year 3 Curriculum Information – Autumn Term 1

English

Reading:

Reading is taught through daily reading opportunities: reading within English and other subject lessons; story-time and whole class reading lessons. These follow a regular sequence using the same passage of text over a week, enabling regular opportunities to hear, echo and practise fluent reading. Focus areas include decoding, prosody (reading with expression) and comprehension.

Children will read an exciting range of fiction, non-fiction and poetry this term, including the Raymond Briggs' book ***Ug,*** a fictional picture book set in the Stone Age.

Writing:

- Our writing curriculum will focus on:
  - Engaging with a wide range of high-quality texts to support and develop writing across a variety of genres
  - Planning, drafting, writing, evaluating and editing
  - Using the diagonal and horizontal strokes needed to join letters
  - Increasing legibility, consistency and quality of handwriting
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  - Main writing outcomes include:
  - **Fiction:** Using the present perfect tense in a postcard from the Stone Age and creating comic strips.
  - **Non-fiction:** Using persuasive techniques in a letter

Grammar and punctuation:

Spelling Shed's SPAG scheme is used to support learning in school and at home, with specific focus for the year on the following:

Sentence structure:

- Expressing time, place and cause using conjunctions, adverbs or prepositions

Text structure:

- Introduction to paragraphs as a way to group related material.
- Headings and sub-headings to aid presentations
- Use of the present perform form of verbs instead of the simple past

Punctuation:

- Introduction to inverted commas to punctuate direct speech

Spelling:

Children are taught spelling through the **Spelling Shed** scheme, with on-line home learning tasks being given weekly.

Maths

Key maths concepts, arithmetic and reasoning skills are developed throughout all maths lessons. White Rose resources are used to support progression.

Children are also expected to develop their recall and application of number bonds and times tables knowledge, being fluent in their multiplication and division facts for the 2, 5, 10, 3, 4 and 8 times tables in Year 3 and up to x12 by the end of year 4. Key instant recall facts (KIRFS) and times table challenges are used to reinforce maths fluency.

In year 3, children will cover:

Place value:

- Recognise the value of a digit in 3 and 4-digit numbers
- Compare and orders numbers up to at least 1000 and using ordinal numbers
- Identify, represent and estimate up to 1000 objects
- Count in multiples of 50 and 100
- Find 10 or 100 more or less than a given number
- Use a number line up to 1000
- Solve number and practical problems related to the above

Addition and subtraction:

- Add and subtract 3-digit numbers using appropriate written methods
- Add and subtract 2-digit numbers mentally up to 100 and beyond
- Add and subtract 2 or 3 digits -not crossing 10s and 100s
- Add and subtract 2 or 3 digits - crossing 10s and 100s
- Inverse operations
- Estimate answers
- Solve problems related to the above, choosing appropriate method

Science

Scientific skills and concepts are embedded and developed in all science lessons and through a range of enquiry types.

Children will also explore the following:

Animals, including humans (biology):

Health and nutrition

- Identify that animals, including humans, need the right types and amount of nutrition
- Explore how humans cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Other curriculum areas

Art and design: Developing drawing skills

- Use their observation skills to describe specific shapes, textures or patterns in objects.
- Shade with a reasonable degree of accuracy and skill following the four shading rules.
- Use mark marking to show texture and details.
- Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture.
- Apply shading skills to show areas of light and dark (tone).
- Apply line, shape and tone with digital tools.
- Save and present digital artwork.
- Use materials to create a design inspired by The Sun.

Computing:

- Recap and embed the school online safety procedures including logging on and our AUA
- Develop programming skills using different applications

History – Stone Age to Iron Age:

- To explore whether the Stone Age man was a simple hunter gatherer only interested in food and shelter.
- Case study of Skara Brae
- To explore theories on why they built Stonehenge
- To discover what life was like in the Iron Age and how do we know

Music:

Amazing Ancients and playing recorder

- Focus: singing and playing the recorder

Physical education:

- FUNdamentals and gymnastics
- Swimming

PSHE:

- 'Being Me In My World'

Spanish:

- Learning about the countries involved in celebrating Hispanic Heritage Month
- Reviewing basic greetings, introducing ourselves, colours and numbers

What parents can do at home to help:

- Check your child completes the weekly **home learning** tasks set by the class teacher.
- Listen to your child **read daily** and update their Reading Record.
- Remind your child to learn and practise their **spellings** regularly and to use Spelling Shed's on-line games to help recap tricky words too.
- Look out for half-termly **key instant recall facts** (KIRFS) and practise regularly.
- Help develop your child's fluency in their **times tables** for x3, x4 and x8, and associated division facts. Use Times Tables Rock Stars regularly for support.

Links to support learning and wellbeing:

Please ensure your child accesses all their school on-line learning accounts from home regularly. Any technical issues, please contact ICT@trafalgarfederation.org.uk

- **E-school:** J2e
- **Maths:** Times Tables Rock Stars; www.amathsdictionaryforkids.com
- **English:** Spelling Shed
- **General:** BBC Bitesize
- **Wellbeing:** Access the Wellbeing tile through E-school for various resources