

Year: 3

Curriculum Information

Numeracy

Children should know their 2,5,3,4,10 times tables by heart and corresponding division facts.
Read and write numbers up to 1000 and put them in order.
Know what each digit is worth in a number.
Count on or back in tens or hundreds from any number e.g. 462, 472, 482... or 462, 562, 662...
Know by heart addition and subtraction facts to 20, e.g. $4 + 16 = 20$, $12 - 8 = 4$.
Work out sums such as $56 + 29$, and $97 - 51$ using written methods such as partitioning or number lines.
Find simple fractions, such as $1/2$, $1/3$, $1/4$, $1/5$, $1/10$, of shapes and numbers.
Tell the time on an analogue and digital clock to the nearest 5 minutes.
Use £.p. e.g. know that £2.04 is £2 and 4p.
Solve simple number problems and explain how to work them out.
Identify a range of 2D and 3D shapes and explain their properties.
Recognise right angles and lines of symmetry in simple shapes.
Explain and draw a simple graph.

Literacy

Reading

Identify the main text features of a text read
Identify the conventions, layout and language features of a specific text type.
Identify how words and phrases have been used to create effects, e.g. to create humour, images and atmosphere.
Understand how to use alphabetically ordered texts to retrieve information
Compare the way information is presented.
Understand the features of page layout in non-fiction texts and demonstrate where to look for specific information
Identify basic features of writers' use of language, e.g. where language is used to create mood and build tension.
Show awareness of and use a range of organisation features.

Writing

Select and use vocabulary appropriate to different text types.
Use interesting vocabulary varying the use of verbs for effect, keeping the tense consistent.
Use question marks, exclamation marks, speech marks and commas in a list with some accuracy.
Make decisions about which form of writing to use for a particular audience and purpose.
Demonstrate clear sections in different forms of writing, such as the beginning, middle and end and begin to arrange these sections into paragraphs.

<p>Science</p>	<p><u>Characteristics of Materials</u> Through this unit children should extend their knowledge of the range of materials we use and of the properties that characterise them. This knowledge should help them recognise what needs to be considered when a material is chosen for a particular use.</p> <p><u>Rocks and Soils</u> Children should come to recognise that underneath all surfaces is rock which they may not be able to see, that rocks get broken down into pebbles and soils which we can often see, and that there are different sorts of rock with different characteristics. Pebbles and soils from different rocks consequently have different characteristics.</p> <p><u>Teeth and Eating</u> Work in this unit should develop children's knowledge of their personal health and how this relates to diet. They should learn about the different teeth we have. Also, children will learn that the teeth of an animal are related to their diet and the importance of dental care.</p> <p><u>Magnets and Springs</u> This unit gives children experience of forces, including attraction and repulsion between magnets, compression and stretching of springs and stretching of elastic bands. They learn that these forces have direction and can vary in size. They also learn which materials are attracted to magnets.</p> <p><u>Lights and Shadows</u> This unit introduces the relationship between light, an object and the formation of shadows. Children observe the apparent movement of the Sun and the associated changes in shadows.</p> <p><u>Helping Plants grow well</u> In this unit children learn about what plants need to grow well and why it is important that they do.</p>
<p>ICT</p>	<p><u>Combining text and graphics</u> Children learn how to communicate messages by using a combination of graphics and text. They also learn the importance of saving their work.</p> <p><u>Introduction to database</u> Children learn to collect and store information involving more than two variables. They will use a database to answer simple questions by sorting and finding the top or bottom and searching in a single field.</p> <p>Children will be introduced to files, records and fields by exploring and comparing computer-based data and paper-based information. They will use a computer database, add to it, carry out simple searches and produce bar charts</p> <p><u>Exploring Simulations</u> In this unit children begin to understand that computer simulations can represent real and imaginary situations. They learn how to explore simulations, explore options and to test their predictions. They evaluate simulations by comparing them with real situations and considering their usefulness.</p> <p><u>E-mail</u> In this unit children learn to use e-mail (electronic mail) to send and receive messages. They learn about communicating over distances and will need to consider and compare different methods of communication.</p>

Foundation Subjects	Geography: Investigating our local area, weather around the world.	RE: Bible and Stories of Jesus, Divali and Hinduism, Living as a Muslim, the Torah and stories of Jewish people.	History: Why did the Romans, Vikings and Anglo Saxons invade and settle in Britain?	Art: Portraying relationships, investigating patterns and	DT: Moving Monsters, Photograph Frames.
----------------------------	--	--	---	---	---

Important Reminders:

In Year 3, children have P.E on Tuesday and Thursday. They will need to bring a **full** change of kit that includes a t-shirt, trousers, trainers and a jumper (in cold weather only, as P.E is outside).

Every other half term, Year 3 attend swimming lessons instead of their usual Thursday P.E slot so they will need to bring a swimming kit instead of P.E kit every other half term. Reminders will be sent out prior to this changeover.

Homework (maths, literacy, spellings and times table), as well as a reading book are due back on a Monday, where both will be changed and sent back home the same day. These are due back in the following Monday. All homework needs to be completed so please support your child with this.