

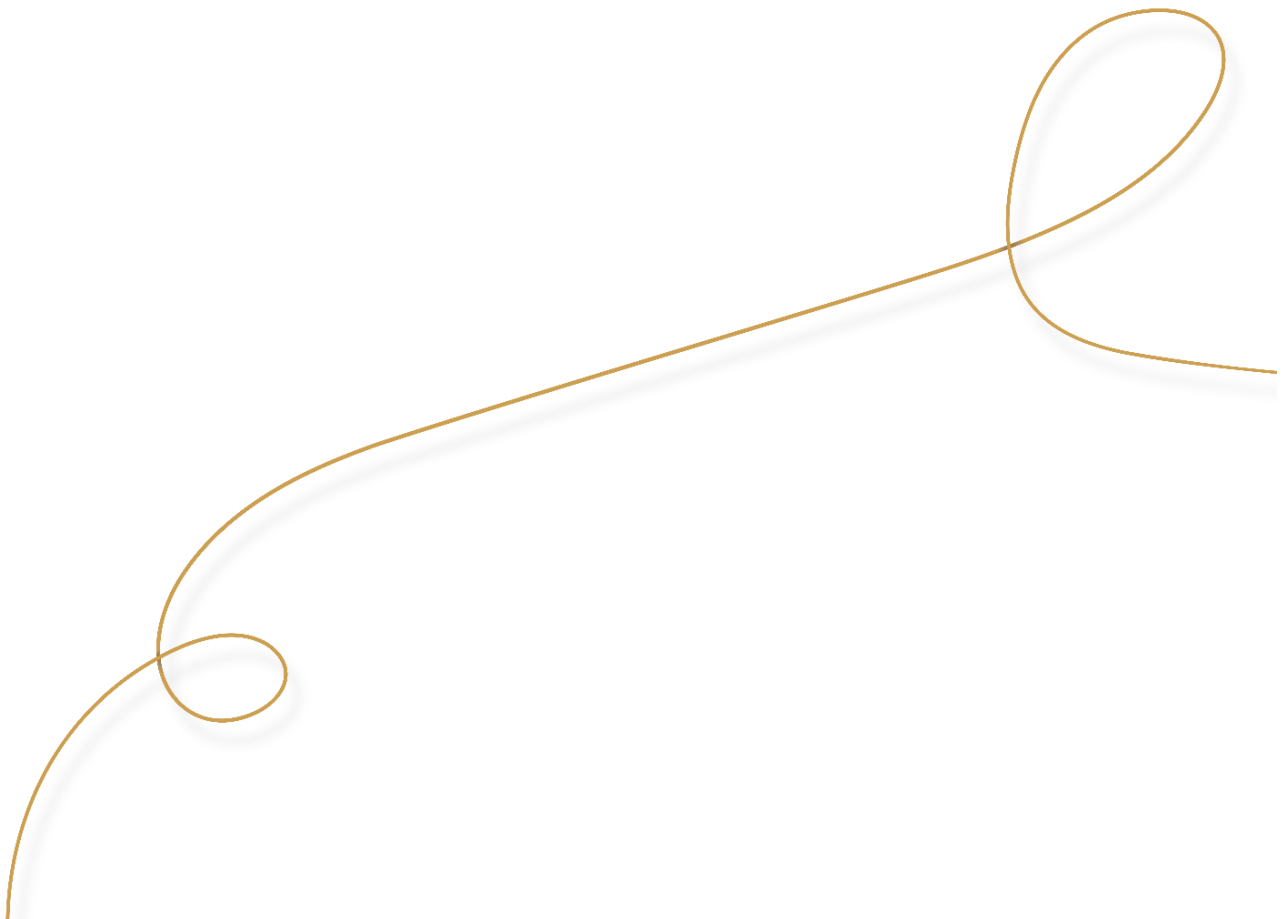


Sherborne House

Enquiring Minds, Extraordinary Stories.

Year 3 Curriculum

Spring 2024



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Welcome

Dear Parents,

We are delighted to have welcomed the children back for the start of this academic year. Please find below details of the Year 3 curriculum for the Spring term.

This term, we will be carrying out standardised testing for reading and spelling, as well as Progress in English (PTE) and Progress in Maths (PTM) tests. Results for these tests will be shared later in the school term.

English and maths homework will be set weekly in homework books or on Atom. Spelling tests will be every Tuesday. Humanities, MFL or Science homework will be set, where appropriate, on a Thursday. Please remind your children to look out for homework notifications on Google Classroom.

Daily routines remain important and we would be grateful if you could ensure that your child is at school by 8.30am each morning for registration, ready to begin learning at 8.40am.

Please feel free to contact us with any concerns that you or your child may have, at the earliest opportunity. Should you wish to discuss any academic or pastoral matters at any other time, please contact the relevant staff or form tutor by email in the first instance, in order to arrange a mutually convenient time for a call.

Kind regards,

Miss Capper e.capper@sherbornehouse.co.uk

English

Spring 1

Theme: 5, 4, 3, 2, 1

This half term we will have two focus texts, linked closely to our humanities work. The first text will be 'Shackleton's Journey, by William Grill, and the second book will be Race to the Frozen North, by Catherine Johnson. Both books will be used as a stimulus to continue exploring various grammatical features. This half term we will be diving into more non-fiction elements in writing with two written outcomes being a newspaper report and a descriptive letter.

Spring 2

Theme: I Packed my Suitcase

Our text driver for spring 2 will be Rumasya by Radiya Hafiza, which is a traditional tale with a twist. This funny and empowering story weaves together three classic fairy tales into one new adventure with an unusual structural twist: Rumasya is a Muslim girl who lets her

hijab down from a tall tower in order to escape. Set in a magical version of South Asia, Rumaysa explores enchanted forests and dragon lairs, teaming up with Cinderayla and Sleeping Sara along the way to create a strong sense of sisterhood. The children will use inferring skills to develop an understanding of characters and there will be opportunities for short burst writing including; letters, postcards and character descriptions. The final outcome of this learning journey will be a narrative.

Key Writing Statements:

- To use expanded noun phrases to add detailed description
- To use conjunctions to aid cohesion
- Using fronted adverbials to vary sentence starters
- Using subordinate clauses to add more detail to sentences
- Showing an awareness of headings and sub-headings to aid presentation
- Attempts to use paragraphs as a way to group related material
- Creates interesting, complex sentences using a range of sentence structures including conjunctions, prepositions and adverbs

Key Reading Statements:

- Retrieves and records information from a non fiction text
- Makes predictions about what might happen
- Participates in discussion about texts
- Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action
- Discusses words and phrases that capture the reader's interest and imagination in poems
- Recognises some different forms of poetry

Maths

In maths this term, we will be focusing on the following objectives:

Spring 1

Measure - Length and Perimeter

- To recap 2D shapes and the names
- To measure, compares, adds and subtracts: lengths (m/cm/mm)
- To understand and calculate equivalent lengths mm/cm/m
- To measure the perimeter of simple 2-D shapes.

Money:

- To recognising coins and notes
- To add and subtract amounts of money using £ and p
- To apply knowledge in real life contexts
-

Sping 2

Fractions:

- To count up and down in tenths recognising that $\frac{1}{10}$ is part of a whole
- To recognise, find and write fractions of amounts
- To recognise, use and write non-unit and unit fractions
- To show equivalent fractions using diagrams
- To compare and order unit fractions and fractions with the same denominator

Measure - Mass and Capacity

- To compare, add and subtract: mass (kg/g) volume/capacity (l/ml)

We will continue to test the children weekly on their times tables. Please continue to use Times Tables Rockstars to reinforce their times tables knowledge. The times tables tracker is stuck in the front of their maths homework books.

If you would like any further information about the written calculation methods we use at school, please see the progression documents on the school website.

Science

Spring 1 – 5,4,3,2,1 - Choice

In Spring 1, we will be looking at rocks and fossils and exploring the life of Mary Anning. The children will compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, describe in simple terms how fossils are formed when things that have lived are trapped within rock and be able to recognise that soils are made from rocks and organic matter. We will be starting the topic by going on a rock hunt at Hiltingbury Lakes.

Scientific enquiry skills covered:

- Begin to raise their own questions about the world around them.
- Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.
- To begin to identify differences, similarities or changes related to simple scientific ideas and processes.
- Begin to talk about criteria for grouping, sorting and classifying and use simple keys.
- Begin to compare and group according to behaviour or properties, based on testing.
- Begin to use straightforward scientific evidence to answer questions or to support their findings.
- Begin to say what I found out, linking cause and effect. Begin to say how I could make it better.
- Begin to answer questions from what I have found out.

- To begin to use some scientific language to talk and, later, write about what they have found out.

Spring 2 - I packed my suitcase - contrast

In the second half of term, we will be looking at animals including humans. The children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. We will learn about skeletons and muscles and their use for support, protection and movement and explore ideas about what would happen if humans did not have skeletons.

Scientific enquiry skills covered:

- identifying and grouping animals with and without skeletons and observing and comparing their movement.
- Begin to develop their ideas about functions, relationships and interactions.
- use some different types of scientific enquiry to answer questions.
- communicate findings using simple scientific language.
- Carry out simple research on my own.
- decide when research will help in my inquiry.
- sometimes to think of cause and effect in my explanations.

Computing

In Computing this term the children will develop their understanding of programming. They will explore the concept of sequencing in programming through Scratch. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

In the second half of term, the children will explore the links between events and actions, while consolidating prior learning relating to sequencing. They will begin by moving a sprite in four directions (up, down, left, and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. We will conclude by designing and coding our own maze-tracing programs.

Humanities

This half term our focus will be on the continent, Antarctica. In Autumn 1, the children showed interest when learning about World Antarctica Day and to continue investing their interest in the subject, we will be exploring the continent in more detail. We will have a quick

recap of continent knowledge from Autumn term, as well as learning about famous historical figures, reading and using an 8 point compass, ordering events within a specific historical period and investigating the life of the inuit tribe. Children will draw their learning to a close by articulating what they have learnt through a chosen written composition. Spring 2 will follow the theme: I Packed my Suitcase. RE will be the driver for this half term, linked closely with our English learning journey. The children will learn about Islam and have the opportunity to carry out their own investigative inquiry with their own focus.

PSHE and Relationships Education

Planning follows a spiral curriculum for PSHE (Personal, Social, Health and Economics Education) and RHSE (Relationships and Health Education) which includes mental health and wellbeing. There are cross-curricular links with many other subjects e.g. games, religious education, science, Maths and computing.

In Spring 1 discussions will be based around 'Keeping Safe'. We will also cover topics such as internet safety. In Spring 2, we will be focussing on rights and responsibilities.

Lessons will also be adapted depending on current needs of the children, in response to topical world events and special events such as Children's Mental Health Week and Internet Safety Day. The detailed objectives for each year group and statements of progression are in the curriculum area of our school's website

Creative Arts

In Creative Arts, we will be exploring the work of Georgia O'Keeffe. The children will begin exploring detailed sketching skills, thinking about shape and proportion - our specific focus will be on still life drawing of flowers. Further to this, children will develop skills around how to effectively use watercolours, experimenting with light and shade. They will have the chance to experiment with various techniques to create desired effect. Spring 2 will focus on design and technology skills around the theme: I Packed my Suitcase.

Performing Arts

In Performing Arts this term, we will continue to develop our Recorder skills, adding new notes and rhythms and working towards playing songs in parts. We will also learn simple ukulele songs. We will be using both our recorder skills in composition activities. We will be singing a wide range of songs in parts to performance standard, both of our own choosing and working towards Southampton Festival of Music and Drama.

In Drama the children will begin spring 1 looking at physical theatre. We will explore what physical theatre is and how it can be used effectively in performance. They will learn to perform as part of a group, performing from a simple script, whilst encompassing a physical theatre element to their pieces of drama. In spring 2, the children will have the opportunity to

explore the skills of mime, as well as using freeze frames to communicate feelings and emotions appropriately. To end spring 2, the children will learn and carry out some solo performance poetry. Throughout this term, children will develop the skills around using music to support movement, facial expression and engage with the audience.

Languages

In French this term, following our scheme of work, the children will revisit numbers to 20, and then learn to count to 30. They will then move to learning vocabulary linked to school equipment. This will enable them to start using plurals in French, with the previously learnt numbers.

Children should continue to use Linguascope.com at home, to consolidate what they have worked on at school, and revisit previously learnt topics. The username is 'Sherhouse', and the password is 'chouette24'.

Physical Education

During our P.E. lessons we will focus on improving stamina beginning with a couple of weeks of cross country running and then follow this up with developing the pupils' gymnastics skills further, focusing on the topic of bridges and arches. The pupils will also continue to enhance their swimming strokes during their weekly lessons. In games lessons, the girls will continue to practise and improve their basic netball and football skills, whilst the boys will be introduced to the basic skills of rugby with the tag rugby format. Inter-school matches will take place on Thursday afternoons, please see the calendar for dates and times.

Games

In games, the children will improve their core skills in football/ netball, including playing small-sided games and competitions which will encourage good ball control and awareness of the main rules. In addition, they will participate in competitive matches against local schools.

Ways that you can help your child further at home:

- Take time to talk to your child about what they have done in school, what has made them wonder and what they would like to find out more about
- Encourage your child to check regularly both Google Classroom and their school email account
- Set aside time each day for your child to read independently, share books with them and encourage them to widely, discussing the content with your child
- Develop vocabulary, using a dictionary or thesaurus and discussing unfamiliar words when reading
- Encourage the use of a neat and cursive handwriting style in all writing
- Encourage independence in completing homework

- Provide opportunities for your child to practise times tables (using Times Tables Rockstars) and spellings regularly
- Encourage use of correct mathematical and scientific language when discussing learning

Please let us know if you could offer your expertise in any of the curriculum areas, either by coming into school or via a Google Meet.

Assessment

Please see the parent letter for more information regarding the assessment cycle.

	Assessment & Reporting	Meetings
September	NGRT Score (Reading) NGST Score (Spelling) CAT4 Score (Cognitive Ability)	
October	PTE (progress test in English) PTM (progress test in Maths) Test data report	Meet the Form Tutor (early Oct)
November		Pupil-Led conferences
December	Attendance data report	
January	NGRT (reading) NGST (spelling)	Parents evening
March	Attendance data report	Pupil-Led conferences
May	PTM (Progress test in maths) PTE (Progress test in English)	
June	NGRT Score (Reading) NGST Score (Spelling)	
July	Full written report Attendance data report	Meet the New Teacher

Timetables

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9.00	Form	Assembly	Form	Form	Form

9.00 - 10.00	PE	English	English / Maths	Computing	Music
10.00 - 10.20					
10.20 - 11.20	English	PSHE	Swimming	English	English
11.20 - 12.20	Maths	Maths		Maths	Maths
12.20 - 1.20	Lunch				
1.20 - 1.40	Form	Assembly	Form	Assembly	Games
1.40 - 2.00	Humanities	French	Creative Arts	Games	
2.00 - 2.20					
2.20 - 2.40	Break	Break	Break	Games	Golden Thread
2.40 - 3.00					
3.00 - 3.20					
3.20 - 3.40	Science	Guided Reading	Drama		
3.40 - 4.00					

