



Year 3

Guide To
Spring Term 2
2021

Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the main curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will be...

What is above and below the ground?



The key driver for this topic is **Science**.

Science: We will be looking at what is above and below the ground. This will involve exploring plants and rocks and what takes place below our feet! We will be able to identify and describe the functions of a flowering plant and investigate how water is transported within a plant. We will also look at identifying naturally occurring rocks and their uses. We will see what purposes rocks have and group rocks according to their characteristics.



English: We will be looking at writing instructions this half term and studying the story of Christopher Nibble. We will then write our own set of instructions on how to grow plants and write a booklet on what goes on below the ground? We will be thinking about nouns and verbs, especially linked to our key question. We will also be exploring persuasive writing in Dragons' Den week and when we are writing a letter based on the work from Christopher Nibble. Our class story is The Boy who Grew Dragons by Andy Shepherd



Maths:

Our main objectives are:

Money

- *add and subtract amounts of money to give change, using both £ and p in practical contexts.*

Statistics

- *interpret and present data using bar charts, pictograms and tables.*
- *solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.*

Length and Perimeter

- *measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).*
- *measure the perimeter of simple 2-D shapes*

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, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators*
- *recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators*
- *recognise and show, using diagrams, equivalent fractions with small denominators*
- *add and subtract fractions with the same denominator within one whole*
- *compare and order unit fractions, and fractions with the same denominators*
- *solve problems that involve all of the above.*

This term we are organising our curriculum differently and we will be having themed weeks with a different focus each week.

Week 1 – Dragons’ Den Week:

During this week we will become entrepreneurs! We will design a product, company name, logo and slogan and pitch our ideas to the dragons. We will look at features of adverts and even create and film our own advert for our product!



Week 2 – World Book Week:

Instead of World Book Day (Thursday 4th March) we are going to celebrate our love of reading all week long!



During this week we are going to focus on the features of stories. We will be completing lots of different activities such as creating our own character and looking at illustrations as well as

sharing our favourite bedtime stories in our pyjamas on World Book Day.

Week 3 – Well-being Week:

We are so excited to be welcoming all children back into school this week. We will be focussing on our wellbeing during this week and will be practising mindfulness and self-regulation as well as thinking about our relationships.



Week 4 – Arts Week:



During this week we will be drawing a whole class picture of a plant, children will draw small sections to bring the plant to life. We also look at the work of Andy Goldsworthy and create patterns using natural resources!

Week 5 – Science Week:

In our Science week we will be learning all about the plant cycle. We will look at how the seeds that we planted have changed and grown over time and will also investigate how plants grow and what they need to survive.



Week 6 – RE and Celebration of Learning Week:

During this week we will be learning all about Easter and how and why Christians celebrate it. We will be exploring different places of worship for Christians and Muslims and look at the significance of them. We can't wait to show you all of our work during Celebration of Learning.



Year 3 Information



The team:

Mrs Kerrison-Pierce – Chestnut Class Teacher

Mr Bailey – Redwood Class Teacher

Mrs Corley Black and Miss Gaskin – Learning Support Assistants

Mrs Dyke and Miss Misselbrook - Individual Needs Assistants

Theme Weeks:

Week beginning	Focus
22 nd February (4 days due to INSET)	Dragons' Den Week
1 st March	World Book Week
8 th March	Well-being Week
15 th March	Arts Week
22 nd March	Science Week
29 th March (4 days due to Good Friday)	RE and Celebration of Learning Week

PE days:

Mondays - Outdoor P.E

Tuesdays- Outdoor P.E

NB: We ask that your child comes to school in their PE kit on PE days.

Coats/snacks/drinks and equipment:

Children should only bring essential items to school.

Please ensure your child has a named waterproof coat and a named water bottle in school every day.

Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns; our doors are always open.

Preview/review

At the beginning of each half term we would also like to invite your child to reflect on previous learning and look forward to new learning.

Last half term your big question was

“Who were The Romans?”

What did you learn?

This half term our big question is

“What is above and below the ground?”

What do you already know?









Year Group Objectives





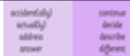
On the following pages are the key year group objectives for reading, writing and maths that we use in school to assess the children. For a child to achieve age related expectations they need to have met all of these objectives by the end of the year.

On the school website you can also view a Year 3 guide which has been published by Twinkl. This useful document can be found in [Our School > Curriculum and Assessment > Year Group Objectives](#) and gives guidance on the key skills covered throughout the year.



















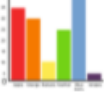
Reading:

<p>Decode that word!</p> 	<p>Read age-appropriate books using strategies to decode unfamiliar words.</p>
<p>Character Traits/Feelings</p> 	<p>Begin to explain and discuss their understanding of what they have read, drawing inferences about characters' feelings, thoughts and motives for their actions.</p>
<p>SUMMARISE It Shorter than the text Use your own words Main ideas only</p> 	<p>Check that a text makes sense to them and summarise what has been read so far.</p>
	<p>Make links between books they are reading and other books they have read.</p>
	<p>Read for a range of different purposes.</p>
	<p>Predict what might happen on the basis of what has been read so far.</p>

Writing:

	Objective
	Write for different purposes; writing coherent narrative from personal experience and those of others (real/fictional).
	In narrative use some description linked to setting and character.
. , ! ?	Use the full range of punctuation taught at key stage 1 mostly correctly.
	Use some paragraph/sections to organise ideas.
	Use sentences of different forms including some sentence structures with more than one clause.
See / saw Go / went	Use past and present tense mostly correctly and consistently.
Or and but When if that because	Use some cohesive devices e.g. and nouns and pronouns (for clarity and to avoid repetition), use co-ordination (e.g. or/and/but) and subordination (e.g. when /if /that /because).
Excitement useful	Adding suffixes to spell some words correctly e.g. -ment, -less, -ness, -ful, -ly, -ed, -ing.
after child again children	Spell most common exception words correctly (year 1 and 2 list)
	Spell some words correctly (year 3 and 4 list)
A B C	Write legibly; forming capital letters of the correct size, orientation and relationship to one another and lower case.

Maths:

	<p>Count on from 0 in multiples of 50 and 100.</p>		<p>385 +217 _____</p>	<p>Add and subtract numbers with up to 3 digits using column method with exchange. Including problems involving money.</p>	
	<p>Count on from 0 in 3s. Know my \times / \div facts for the 3x table.</p>			<p>Write and calculate number sentences for multiplication and division using my times tables.</p>	
	<p>Count on from 0 in 4s. Know my \times / \div facts for the 4x table.</p>			<p>Multiply 2 digit numbers by a single digit using written methods.</p>	
	<p>Count on from 0 in 8s. Know my \times / \div facts for the 8x table.</p>			<p>Find 10 or 100 more or less than a given number.</p>	
	<p>Know the value of each digit in 3 digit numbers.</p>			<p>Solve number problems involving these mathematical ideas.</p>	
	<p>Compare and order numbers up to 1000 using $>$ $<$ and $=$.</p>			<p>Tell and write the time using an analogue clock and a digital clock.</p>	
	<p>Add and subtract numbers in my head where there may be exchange. Including a 3 digit number and ones, a 3 digit number and 10's and a 3 digit number and 100's.</p>			<p>Identify right angles, and recognise that 2 right angles make a half turn, 3 make $\frac{3}{4}$ of a turn and 4 make a whole turn. Recognise angles that are greater or less than a right angle.</p>	
	<p>Recognise how tenths arise from dividing an object or quantity into ten equal parts.</p>			<p>Know that if I divide a single digit number by ten I will get tenths, e.g. $4 \div 10 = 0.4$. Count up and down in tenths.</p>	
	<p>Recognise, find and write fractions of a set of objects, e.g. $\frac{1}{2}$ of 18?</p>			<p>Recognise and show equivalent fractions with small denominators.</p>	
	<p>Measure, compare, add and subtract lengths, mass, volume and capacity.</p>			<p>Interpret and present data using bar charts, pictograms and tables.</p>	