



Year 3 Curriculum Spring Term 2 2022

We thought you would find it useful to have a clear idea about the skills and vocabulary your child will be learning this term. The information below is, of course, only a starting point, and they will learn much more than we have written down!

Key Learning: English and maths

Reading	Writing	Maths
<ul style="list-style-type: none">• 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• Check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context.• Ask questions to improve their understanding of a text.• Predict what might happen from details stated and implied.	<ul style="list-style-type: none">• I can talk about time, place and cause using e.g., when, before, after, while, so, because. Adverbs e.g., then, next, soon, therefore, or prepositions e.g., before, after, during and in.• I can begin to use inverted commas to punctuate direct speech.• I can draft and write by composing by saying sentences out loud, making improvements by saying words out loud and using the best words that I know• I can evaluate and edit by my writing by making changes to make it more interesting	<p>Fractions:</p> <ul style="list-style-type: none">• Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10• 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. <p>Length and Perimeter</p> <ul style="list-style-type: none">• Cover any measurement that the teacher does not feel they have covered enough of over the course of using the NCETM spine.• Measure, compare, add, and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).• Measure the perimeter of simple 2-D shapes.

Spellings

Teachers teach a range of spelling strategies to the children during the term. Children will be challenged by spellings at their level and the teachers teach the spelling and the meanings of the year 3 and 4 statutory word list. Teachers will use a range of methods to assess whether the words can be spelt, and they can be used in the correct context. Children will not have word lists sent home to be learnt for a test unless this is part of a individual plan linked to the needs of that child.



Whole Class Guided Reading

Paddington
Sam Wu

Spring Term 2 Key Vocabulary and Skills

This is a brief overview of some of the vocabulary the children will learn this half term. It is the minimum we expect all of the children to know and understand well by the end of this half term.

Science - Plants

Vocabulary	Skills
Roots – the parts of a plant that grow under ground Flowers – the part of the plant that is often brightly coloured and only survives for a short time Stem/trunk - the thin upright part of which flowers and leaves grow Pollination – fertilized with pollen, usually done by insects seed dispersal – the spreading of seeds away from the parent plant	Using straightforward scientific evidence to answer questions or to support their findings.

Geography – Locational knowledge of world countries

Vocabulary	Skills
Continent – a large area of land that consists of several countries City – the largest type of settlement; UK cities often have a cathedral Country – an area of land within a continent with its own government and borders Global – happens in all parts of the world Ocean – a large body of salty water between continents	Develop contextual knowledge of the location of globally significant places

Computing – Desktop Publishing

Vocabulary	Skills
Data - Data is Information Survey - Finding out information from a group of people Graph – A mathematical diagram that shows the relationship between two or more sets of data	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programmes, systems and content that accomplish given goals, including analysing, evaluating and presenting data and information



Chart – A diagram, picture or graph which is intended to make information easier to understand	
Research – Studying something and trying to discover facts about it	

PE - Gymnastics

Vocabulary	Skills
Apparatus - equipment, such as horizontal bars, trampolines or the balls and ribbons used in rhythmic gymnastics Balance – the ability to keep your body steady and upright Handstand – a position with your hands on the ground while your body and legs are upright in the air Landing – the last part of a dismount when your feet hit the ground Twist - a movement in which part of the body, or the whole body, turns round	Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements.

DT – Marble Runs

Vocabulary	Skills
Criteria – a factor that you judge or decide something by Function – something that is the useful thing that helps with the intended outcome Annotate – notes added to a diagram to explain it Aesthetic – used to talk about the beauty or art of something Prototype – a new type of device which is not ready to be made in large numbers.	Select tools and equipment for practical tasks: measure, mark out, cut, shape, join with some accuracy Evaluate their product against original design criteria

RSHE (Relationships Sex and Health Education), 1 Decision and No Outsiders

This half term the children will be using our 1 Decision programme to learn about 'Keeping Safe'. This will involve looking at road safety, safety around the house and personal safety.
--

Home Learning

We would like the children to focus on reading and maths as part of their home learning this year. They should be reading as often as possible, but at least 3 times a week. This should be independent, shared with an adult or being read to by an adult. Usually, they will be reading their Accelerated Reader book, which they can then quiz on in school, but it may also be reading magazines, comics, instructions, or online items.

In maths the children will be expected to complete the online learning set by their teacher. For this half term this will be continuing with NumBots, which the children have been using in class. Some children will begin to use TTRockstars and Mathletics if they have completed NumBots. They should spend 20-30 minutes on this each week.

If you are having problems with any online learning, including access, please contact your child's teacher.