**Year 3 Curriculum Spring Term 2020**

We thought you would find it useful to have a clear idea about the skills and vocabulary your child has been learning since we came back after Christmas, and to have some information about the rest of the spring 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**

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| **Reading** | **Writing** | **Maths** |
| Identify how language, structure and presentation contribute to meaning  Discuss words and phrases that capture the reader’s interest and imagination  Draw inferences such as inferring characters’ feelings, thoughts, and motives from their actions, and justify inferences with evidence | Draft and write by composing and rehearsing sentences orally, progressively building a rich and varied vocabulary and an increasing range of sentence constructions  In narratives, create settings, character, and plot | Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables  2-digit numbers multiplied by 1-digit numbers, progressing to formal written methods  Solve problems including missing number problems  Measure, compare, add and subtract lengths, mass and volume |

**Spellings**

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| Interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman |

**Whole-Class Guided Reading text** – The Firework Maker’s Daughter (Phillip Pullman)

**Online Safety**

The 1-Decision Unit ‘Staying Safe’

**Spring Term Key Vocabulary and Skills**

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

**Art -** Painting

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| **Vocabulary** | **Skills** |
| **Contrast** - Differences between two or more elements; the difference may be intentional. Also the difference between the lightest and darkest areas of an image.  **Deep** - extending far down from the top or surface  **Vibrant** - pulsating with vigour and energy.  **Cool** - Colours suggesting coolness are blues, greens, violets and their variants  **Soft** - not hard or stiff | Use sketchbooks to record observations and use them to review and revisit  Paint pictures, including still life, using acrylics and watercolours.  Learn about a great painter |

**Human and Physical Geography – locational knowledge**

World Countries. Use maps to develop knowledge of where the countries of Europe, including Russia, and North and South America are in relation to each other.

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| **Vocabulary** | **Skills** |
| Continent – a large area of land that consists of several countries  City – a large town  Country – an area that the world is divided into, covering a particular area of land  Global – happens in all parts of the world  Ocean – is the sea | Develop contextual knowledge of the location of globally significant places |

**Music**

**Preparing for our Year 3 Production of ‘Jack and the Beanstalk’**

**PE** *Dance and Swimming (some children will start swimming in the summer term)*

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| **Vocabulary** | **Skills** |
| Dance  Motif – A short series of actions that are repeated in various parts of a dance composition.  Canon – Where a group of people perform the same routine but at different times.  Unison – Where a group of people perform the same routine at the same time.  Isolation - Where one body part is the only part of the body that is moving and the rest of the body remains still.  Trigger – Where another person, part of the music or a cue us used to start a dance move.  Swimming  Backstroke – a swimming stroke that you do on your back.  Breaststroke – a stroke where you move your legs like a frog.  Butterfly – a difficult stroke usually  Freestyle (front crawl) – the fastest stroke  Flutter Kick - the leg movement used in freestyle and backstroke | Beginning to improvise with a partner to create a simple dance.  Beginning to compare and adapt movements and motifs to create a larger sequence.  Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. |

**Science Light and Plants**

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| **Vocabulary** | **Skills** |
| **Shadow** - A shadow is the darkness formed when light rays cannot pass through something.  **Opaque** - Things are opaque if light cannot pass through them.  **Light** - Light is the energy that allows us to see the world.  **Reflection** - Reflection is when light hits the surface of an object and then that light travels to our eyes so we can see. Mirrors catch light rays in front of them and throw it back in the direction it came from.  **Transparent** - Things are transparent if most light can pass through them.  **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 dispersa**l – the spreading of seeds away from the parent plant | Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes.  Begin to look for naturally occurring patterns and relationships.  Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.  Using straightforward scientific evidence to answer questions or to support their findings. |

R.E Hinduism – What it means to be a Hindu in Britain

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| **Vocabulary** | **Skills** |
| **Dharma** – Hindu way of life  **Arti** – A Hindu ritual of worship where light is offered to the gods  **Bhajan** – A Hindu song  **Mandir** – Hindu temple  **Diwali** – Hindu festival of light | Raise questions and suggest answers about what is good about being part of a community and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas |

**Home Learning**

We would like all children to read their Accelerated Reader book as often as they can, but at least three times a week for about 20 minutes a time. They need to learn their spellings (their teacher will let you know which ones each week). We would also like them to spend time practising their maths skills using Mathletics and TTRockstars.