



Year 3 Curriculum Spring Term 1 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• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<ul style="list-style-type: none">• Inverted commas to punctuate direct speech• Prepositions (where) Revise present and past tense from Y2• Paragraphs in narrative• To use conjunctions, adverbs, and prepositions to express time, place and cause• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	<p>Multiplication and Division</p> <ul style="list-style-type: none">• Count from 0 in multiples of 4, 8, 50 and 100.• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.• Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental methods and progressing to formal written methods.• Solve problems including missing number problems involving multiplication and division, positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. <p>Statistics:</p> <ul style="list-style-type: none">• Interpret and present data using bar charts, pictograms, and tables.• Solve one-step and two-step questions using information presented in scaled bar charts and pictograms



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

The Iron Man
The Firework Maker's Daughter
Katy Perry - Firework
Van Gogh - autobiography
Light extract. -Non fiction

Spring Term 1 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.

Art – Painting

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 colour – Pixels with a colour depth of more than 24 bits. 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

Science – Plants

Vocabulary	Skills
Roots – the parts of a plant that grow under ground	Using straightforward scientific evidence to answer questions or to support their findings.



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	
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PE - Dance

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. Trigger – Where another person, part of the music or a cue is used to start a dance move. Perform – present to an audience	Beginning to improvise with a partner to create a simple dance. Beginning to compare and adapt movements and motifs to create a larger sequence.

Computing – Programming – Bug Fixers

Vocabulary	Skills
Bug – a mistake in a computer program Debug - Debugging is checking the code in a computer program to ensure it works and changing it if it doesn't. Programme - A computer program is a collection of instructions or algorithms which tell a computer what to do. Algorithm - An algorithm is a set of rules or instructions that a computer follows to achieve a task. Script - part of a program	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes

RE - Hinduism

Vocabulary	Skills
Dharma – Hindu way of life Arti - a Hindu ritual of worship where light is offered to 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.



French – Unit 2 Games and Songs

Vocabulary	Skills
11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Combien de ...? How many ...? Je préfère ... I prefer ... J'ai ... I have ...	Explore patterns and sounds of language through songs and rhymes

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

The children will learn about using the internet safely and use game based activities to ensure they are able to make the right choice, whilst online.
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Home Learning

We would like the children to continue 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. Whilst children who may be slightly behind in their reading will be receiving additional support in school, there is no substitute for any extra reading that you can do with them at home.

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 be moving onto beginning TT Rockstars 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.