

Lower KS2 Half Termly Curriculum Overview

Year 3 2014/2015 - Spring 2

Dear Parents,

Welcome back after the half term break. I hope you had an enjoyable week. For this half term I am pleased to provide you with information about what the children will be covering in the different subjects. We are continuing with the new curriculum this academic year. If you wish to know more about it visit the DfE website, the school website or speak with me.

Catholic life of the school

Each Friday two classes will join with the parish to celebrate Mass at 9am. Year 3 will be next joining the parish after Easter. Please look out for dates on the weekly newsletter.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.

The children have taken part in an Ash Wednesday Lentern assembly. They were asked to think about things they can do during Lent and were introduced to the Mission Together charity work that is taking place this half term.

Also this half term, the children will be taking part in fundraising activities and raising awareness of local charities through the Good Shepherd Appeal for Nugent Care.

Healthy School Initiative

As part of the healthy school initiative, we will continue to encourage the children to be active at playtimes. Children will be encouraged to drink water throughout the day; therefore it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snack days will continue to be Monday to Thursday and the children will be given the opportunity to eat their snacks during morning playtimes.

Information and dates to remember

The Passion Play - Tuesday 31st March 2015.
More details will follow on the weekly newsletter.

Homework information

- English homework will be given out on a Friday and is to be handed in the following Tuesday.
- Each child should read for a minimum of 15 minutes per night and complete their reading records.

- Maths homework will be given out on a Tuesday and is to be handed in on Friday of the same week.

- Spellings will be given out on a Wednesday and tested the following Wednesday, in addition to a focus on the children embedding their spellings into their written work and working in their Spelling Logs.

Concerns and messages

If you have any concerns or problems, please do not hesitate to come in and see me at the end of the school day.

Any messages in the morning must be left with a Teaching Assistant on the Junior gate and they will be passed directly to me that morning.

Year 3
General Class
Information

Big Maths

The children will continue to complete a weekly 'Big Maths' assessment and will be assessed at the end of the half term on their progress.

Each child will continue to keep their Big Maths files in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will continue to split into smaller groups and work with a Big Maths teacher once a week.

Please encourage your child to use their Maths skills at every opportunity.

Remember we are going for green!

Reading

In line with our school policy the children will develop their reading in class throughout the week through shared reading and guided reading sessions and I shall be monitoring their reading progress carefully each week with my own records.

The reading records are for parents to record your child's reading at home. We ask all our Junior children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked and once a week their home reading is acknowledged and a target will be highlighted in the book.

If your child reads any other reading material as well as their reading book from school please also make a note of it in their reading record. The home reading record is also a good way to make contact with me if you wish to send me a message and cannot get into school.

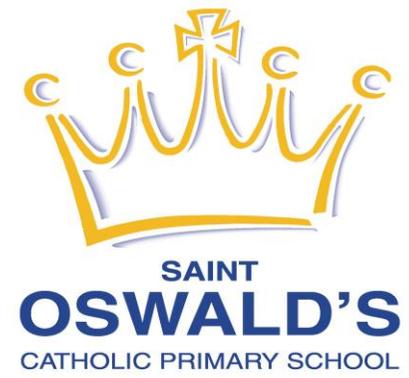
This year as part of our new 3 year Improvement Plan, we are particularly focusing on 'Reading'. As well as our reading activities in class, we ask that in addition to hearing your child read, you share books and read to them and explore the pleasure of reading with your child.

The school continues to run an early doors reading club (£2) 8am - 8:45am each morning and reading clubs at lunch time. Open to all!

Collective Worship

In class the children will continue to plan and lead Collective Worship Tuesdays, Wednesdays and Thursdays.

They will also take part in a whole school Collective Worship every Monday to start the week and end the week with a Key Stage assembly or link with the parish for a Mass celebration with their partner class.



RE - Spring term topics**Journeys**

The children will learn about the Christian family's journey with Jesus through the Church year.

Listening and Sharing

This topic will allow the children to explore how Jesus gives himself to us in a special way. They will learn about listening to the Word of God and sharing in Holy Communion.

Giving All

The children will learn about Lent as a time to remember Jesus' total giving. They will also investigate how they give themselves.

English**Reading**

- Continue to listen to and discuss a range of fiction and non fiction books.
- Understand what they read by: checking that the text makes sense to them, asking questions to improve their understanding of a text, identifying main ideas from one paragraph, participate in discussion about books, identifying themes and conventions in a wide range of books, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, and identifying how language, structure and presentation contribute to meaning.

Writing

- Increase their familiarity with a wide range of fiction.
- Compose and rehearse sentences orally (including dialogue), building a rich vocabulary and range of sentence structures.
- Proof-read for spelling and punctuation errors.
- Discuss writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar.
- Create settings, characters and plot.
- Write with well thought out paragraphs.
- Assess the effectiveness of their own and others' writing, and suggest improvements.
- Use organisational devices to organise writing.

Grammar and punctuation

- Vary sentence structure by expressing time and cause using conjunctions.
- Adverbs (e.g. then, next) and adverbials (e.g. at midnight).
- Prepositions - before, after, during.
- Experiment with adjectives for impact and change verbs to improve interest.
- Speech marks to punctuate direct speech.

Spelling

- Apostrophes to mark contracted forms.
- Extending prefixes - un, dis, mis, re, sub.

Science**Rocks**

- Recognise that soils are made from rocks and organic matter and explore different soils.
- Work scientifically by observing rocks and exploring how and why they might have changed over time.
- Investigate what happens when rocks are rubbed together or what changes occur when they are in water.

Plants

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves.
- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- To ask relevant questions, use enquiries to answer them and make careful observations.
- To identify differences and similarities related to simple scientific processes.
- To record data in a variety of ways using simple scientific language, drawings and labelled diagrams.

Mathematics**Number - number and place value**

- Recall multiplication and division facts for 2, 3, 4, 5 and 10 times tables.
- Recall multiplication facts for 8 times table.
- Find 10 or 100 more/less than a given number.
- Count from 0 in multiples of 4, 8, 50 and 100.

Multiplication and division

- Write and calculate multiplication and division for the times tables they know.
- Estimate and use inverse to check.
- Multiply 2-digit number by a 1-digit using mental methods and formal written methods.
- Solve problems, including missing numbers, involving \times and \div .

Measurement

- Measure, compare, add and subtract volume/capacity (l, ml).
- Identify, represent and estimate numbers using different representations.
- Solve number problems and practical problems.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12 hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Add and subtract amounts of money to give change.
- Recognise money as decimals to 2.d.p.

Geometry - properties of shapes

- Describe 2D and 3D shapes by their properties.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- To reflect 2D shapes in a mirror line.

History - Changes in Britain from the Stone Age to the Iron Age

- To become aware of chronology of periods within British history.
- To know that the Stone Age was made up of three different eras: *Palaeolithic, Mesolithic, Neolithic*.
- To know that interpretations can only be made on what is known about a period of time.
- To be aware of difficulties in providing an accurate recount of all events.
- To learn about the history of Skara Brae site.
- To know that humans transitioned from hunter-gatherer to farmers during the Stone Age.
- To be aware of key changes in life between Stone Age (Neolithic) and the Bronze Age.

Music

- Listen to and appraise several Reggae songs.
- Learn songs by Bob Marley and add accompaniments to them.
- Create vocal improvisation to add to the song.
- Perform song with accompaniments and improvisation added to it.
- Listen and appreciate a range of music from around the

PSHCE - Recycling

- Know about recycling and why it is important.
- Know which materials can be recycled and which can't.
- Explore ways to protect the world.

Art - Cave Art

- To use sketches to express their thoughts and feelings about cave drawings.
- To write about what their observations.
- To make a printing block and create a 2 colour print.
- To create a background of different textures.
- To use different painting tools to create different effects.

Topic Title

Who were the first people to live in Britain?

Computing

- Develop a number of strategies for finding errors in programs.
- Build up resilience and strategies for problem solving.
- Increase their knowledge and understanding of Scratch.
- Recognise a number of common types of bug software.

PE

- This half term the children will be working on their co-ordination through floor movements through:
- combining side steps with front and reverse pivots.
 - skipping with high elbows and high knees.
 - hopscotch forwards, backwards and alternate feet.
 - asking for help when appropriate.
 - trying several times if at first they don't succeed.

They will develop these skills through skills based activities, competitive games and ball games.

Please ensure that your child has the correct PE in school (blue shorts, white t-shirt, pumps, trainers, a spare pair of socks, dark, plain joggers and jumper).

DT

- To research and develop a design criteria to inform the design of a stone age shelter.
- To investigate a range of stone age shelter ideas.
- To model and communicate ideas through discussion and diagrams - sketches, cross section, exploded diagrams.
- To select and use a wider range of tools and equipment to perform practical tasks.
- To select and use a wider range of materials according to the function of their shelter.
- To use appropriate techniques to shape and mould.
- To understand how to strengthen, stiffen and reinforce structures.
- To evaluate their own creations and consider the views of others to improve their work.