

Curriculum Overview

Year 3 Term 1 first half term

ENGLISH:

Reading:

Individual reading, and one hour session of Guided Reading per week. Discussion and written answers based on specific shared texts.

There will be a focus on fiction this term, particularly Adventure Stories and Novels. Through group work, the children will use a range of reading strategies including accurate decoding of text and reading for meaning. They will identify how settings and characters are used in stories and look at the author's use of inference and deduction; reading between the lines and developing their own responses to the stories.

- In addition to Guided Reading, children will continue to read individually. They will select books from the appropriate band in the school's reading scheme – the Accelerated Reading scheme (AR). A student reads a book, takes an online quiz, and gets immediate feedback. Students respond to regular feedback and are motivated to make progress with their reading skills.

Pupils will be encouraged to:

- apply their growing knowledge of root words, prefixes and suffixes 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. Engage Students,

Library:

Children visit the Library during their Guided Reading slot each week to develop their Library skills and to borrow books.

Writing:

- Narrative: Adventure Stories - use examples to study setting and character. Children will explore descriptive writing using adjectives, powerful verbs, detail and speech, exploring characters through what they say and do.
- Non-Fiction: Explanation Texts - study diagrams/flowcharts and identify features. Children will create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. They will read texts and identify features of information texts and reports.
- Non-Fiction: Research, Note-taking and Report-writing - use notes to develop full sentences about a topic. Some children will extend with further features of non-fiction texts, including glossary and fact boxes.

Grammar:

Areas to be covered include:

- First-person and third person
- Verb tense
- Adjectives to describe characters and settings
- Verbs
- Conjunction
- Use of capital letters and full stops
- Question mark
- Exclamation & Exclamation mark
- Compound sentences - using conjunctions: because, if, so
- Complex sentence - using commas

Spelling: a 40 minute lesson per week. Children will be grouped according to their ability. Spelling patterns/words will be the focus in all written work throughout a two week block. Children will bring a spelling list home to learn every other week.

- Long vowel phonemes - *ai, ee, ie, oa, oo*
- Adding *-ing*
- Investigating *-le* endings

Handwriting:

Children will start or continue to work on joining their handwriting. Pupils will be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Maths:

There will be 5 one hour maths lessons per week focusing on the areas listed below as well as mental maths and problem solving skills. Key skills will include:

Place value

- Number – Place Value
- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words.
- Solve number problems and practical problems involving these ideas.
- **Count from 0 in multiples of 4, 8, 50 and 100**

Addition and Subtraction

- Number – Addition and Subtraction
- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Measures

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

Multiplication and Division

- Number – Multiplication and Division
- **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 and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Science:

Science is taught for 2 sessions per week. Much of the work is practical-linked with the development of scientific skills.

In Science, this term, Year 3 will be learning about nutrition. The children will learn about what a tooth is like inside and study the different types of teeth. We will discuss the importance of looking after our teeth as well as strategies to keep teeth clean. The significance of a balanced and healthy diet will be discussed and its impact on our teeth. The students will identify nutritious foods and drinks that can help keep our teeth healthy as well as foods that will cause our teeth to decay.

History:

Our topic this term focuses on the Romans. The children will consider the reasons why people invade and settle and what made Britain so appealing for the Romans who went there. We will find out who lived in Britain at the time of the Roman invasion and compare the Celtic way of life to that of the Romans. In addition, we will begin to consider different points of view, looking in particular at the story of Boudicca from the perspective of a Roman and a Celt. There will be opportunities for personal research to find out how the Romans lived, this will include the use of computers, reference books and the close examination of artefacts. Map work will include the identification of countries that the Romans invaded and occupied. Tuesday 18th October is Roman Day!

Geography:

Many Humanities lessons will focus on History. However interspersed we will introduce the following concepts linking with geography:

- Countries of the World
- Map skills – where is the UAE – what continent?
- Look at continents and countries.
- Roman Empire
- World geography /location of invading countries
- Compare locality of Abu Dhabi and modern day Rome Map skills
- Locate Roman towns on the map,
- Look at continent and surrounding countries
- Using Google Earth to locate and explore the ruins of Pompeii.

Computer Science:

Initially children will become proficient at logging on, making folders and saving work. After a few weeks, we will move on to our first Computing topic of the year. This unit will give them a chance to make a short narrated video of themselves. In so doing, they will have the opportunity to practise a sport or other skill, and to use this to help improve their performance. They will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. As part of our Internet Safety work they will learn how to use technology safely, respectfully and responsibly.

Art:

Children will be introduced to the Art of mosaic. They will understand how mosaics featured in every Roman life and select some of these ideas to be used in their own work. Children will design and create their own mosaics using a range of tools and materials and look critically at their finished work. Additionally, children will have opportunities to use pastels and collage techniques as part of our ongoing skills-based work.

Food Technology:

Children will identify a range of familiar and unfamiliar fruit and vegetables. They will discuss healthy foods to link with our work in Science. In the kitchen, they will practise chopping skills using carrot, tomato and cucumber. This will be in preparation for further Food Technology activities later in the term. Finally, they will rehearse chopping skills using a variety of vegetables and will make a dip to accompany them.

Moral Education:

Children will undertake activities which will help them to understand themselves as individuals and members of the school community. Through our Junior School Code of Conduct, they will learn basic rules and skills for keeping themselves healthy and safe and how their behaviour can impact on others. Additionally, children will develop their abilities to communicate clearly and confidently, express their own opinions and the skills needed to also be a good listener. We will also be teaching the children about Growth Mindset and helping them to understand how we can develop our abilities and intelligence, even as adults. Some lessons will focus on the School Values. Class Reps and House Captain votes will also take place early this term.

Social Studies:

Children will look at life in the Emirates before the Union. This will include watching documentaries on the Political, Social and Economic life of the UAE before the Union. The children will also have the opportunity to learn about the tribes through the annotating of maps, pearl diving through the creation of flap books and traditional houses through the construction of miniature mountain houses/Bedouin tents.

Music:

Children will be exploring rhythmic patterns and notation. They will develop their ability to create simple rhythmic patterns using boom whackers and other untuned percussion. The children will perform these patterns rhythmically and use notation. Children will also develop accurate pitching through singing various unison and part songs.

Physical Education:

Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The Physical Education Curriculum aims to provide for pupils' increasing self-confidence through the ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aim to cater for individual pupils' needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils.

Throughout this half-term, the Year 3 pupils will cover a diverse array of activities including gymnastics-floor work and apparatus, fundamental skills and fundamental movement skills. Swimming will start from the beginning of the term.

French:

In the first half-term of Year 3, we will spend some time revising personal details, encouraging pupils to participate in conversations. We will also revise the numbers 1-20, using a variety of games and crazy activities! Our topic is all about where we live and our nationality. This brings in the grammatical concept of masculine and feminine. Finally, we will create I.D. cards containing all this information.

Best regards,

Year 3 Team

