

## Curriculum Overview

### Year 3 Term 1 second half term

#### **ENGLISH:**

During the second half of Term 1, our focus will be on non-chronological reports and playscripts with lots of great speaking and listening to look forward to!

#### **Reading:**

This includes individual reading and Guided Reading sessions every week. Discussion and written answers based on specific shared texts in the genres of Information text and Playscripts.

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. 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.

**All children should read for at least 15 minutes at home. This should be shown by signing their Planner on the appropriate day.**

In their reading of playscripts, the children will focus on identifying the features of the genre as well as performance. We will examine how the lay-out, structure and style of the writing is different to the adventure stories and information texts we studied earlier in the term. Paying attention to dialogue, stage directions (using adverbs and the present tense), scene descriptions, cast, speech and speakers, we will show what is distinctive about playscripts. With this as a foundation, the children will develop their performance skills, focusing on enunciation, expression, body language and empathy.

#### **Writing:**

Writing will be based on a specific genre and developing a range of skill areas.

**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. Children will write their own Information Text incorporating the relevant features. Some children will extend with further features of non-fiction texts, including glossary and fact boxes.

**Playscripts-** Building on improvisation, drama games and group speaking and listening exercises, children will write play scenes, exploring the conventions of the genre. For their playscripts, children will structure their work using scene, stage directions and lines of dialogue. They will focus on the language devices studied in their reading, including similes, alliteration and onomatopoeia.

The process of drafting their work will be highlighted, using the interaction between rehearsal and writing to develop their work, culminating in performance of scenes.

### **Speaking and listening:**

With our focus on the performance-based unit, playscripts, the speaking and listening element will be foregrounded and important. This will include the following elements:

- Using expression both in voice and facial
- Understanding that communication in performance is also with whole body – discussion/comment on non-verbal cues and signs
- Taking turns, listening for cues in performance
- Eye-contact, both with performers and audience, as part of communication and engagement
- Use of space, movement and body position to communicate meaning, both literal and figurative
- Discussion and decision about speakers: number of speakers, reasons for alternating, use of multiple speakers/unison, etc.
- Comment and constructive feedback – offering and accepting it

### **Grammar:**

The grammar focus will feed into all written work throughout the week.

Areas to be covered include:

- Understanding that speech in playscripts is not indicated by inverted commas, but is in the form of lines.
- Understanding of adverbs and adverbial phrases
- Use of brackets to show adverbial stage directions
- Use of italics/bold/highlighted writing: context of character names, stage directions

- Using tenses appropriately: present tense stage directions, mix as needed in dialogue
- Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.
- Knowing the difference between statements, questions and command sentences.

### **Spelling:**

Spelling patterns/words will be the focus in all written work throughout a one/two week block. All groups will continue to consolidate Year 2 work and will be introduced to a variety of statutory words for Year 3 and 4. **Some children** may progress onto the following:

- Investigating -le endings
- Investigating prefixes *un, de, dis, re, pre*
- To create opposites using *un-, dis-* and others
- Vowel phonemes *air, or, er*

### **Handwriting:**

Children will start or continue to work on joining their handwriting. They will 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. As a result they will 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:**

The following areas will be the focus of lessons this half term. Some areas will be consolidation of work previously covered. We will continue with weekly mental maths tests. Tasks will be set on MyMaths to consolidate learning at home.

### **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.

### **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.

### **Telling the Time:**

In order to support children with this skill it would be helpful if they were encouraged to wear an analogue watch.

- Tell and write the time from an analogue clock, including using Roman numerals and introduce 24-hour clocks.
- Link time to their 5 times tables.

### **Measurement – money**

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

**Children should continue to learn and to practise their times tables at home. Those secure with 2,5,10 should move to 3, 4 and 8.**

### **Science:**

Science is taught both in the Lab and the classroom. Much of the learning is linked to practical work, with the development of scientific skills.

### **Teeth and Healthy Eating:**

Children will finish off this topic with a look at the teeth of different animals and then a recap on food groups and what makes a healthy diet.

### **Forces:**

The children will explore the behaviour and everyday uses of different magnets. They will investigate strengths of different magnets and sort materials that are magnetic and those which are not. They will ask questions and gather data to identify how magnets are useful in everyday items and suggest creative uses for magnets.

Children will have the opportunity to compare how different things move on different surfaces and group them accordingly. They will continue to develop their skills on fair-testing, gathering and recording data and begin to present findings in graphs and charts.

### **Computing:**

In computing the children will continue to focus on filming. They will look at what makes a good film, shoot their own footage and become presenters. Once the children have completed this they will create their own videos using Windows Movie Maker. They will then edit their videos by adding music, captions, and cropping any extra video they do not want to include.

The children will then move on to animation. The children will plan their own animations then bring it to life using a coding app called scratch. The children will consider whether their algorithm is the most efficient it can be. The children will also learn to look for bugs in their code and debug the code to make sure their animations work how they planned them to.

### **History:**

Our work this term continues to focus on the Romans. We will be learning about Boudicca and sketching our very own interpretation of what she looked like using descriptions we have been given. We will also be looking at Roman soldiers and their attire when in battle. We will find out what life was really like as a soldier and will be completing an application form to become a Roman soldier! In addition, we will look at the building of roads, why the Roman baths were so important and what part the gods played in the life of a Roman citizen. 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.

### **Food Technology:**

In the kitchen, following on from practising their chopping skills using carrot, tomato and cucumber, they will design and make a salad fit for a Roman Emperor.

### **Design Technology:**

Children will design and make a Roman chariot. This is a great opportunity to develop woodwork skills of measuring, marking sawing and joining safely. They will learn how to create a frame, add axels and wheels and give their chariots an eye catching design ready for a class race. Children will understand ways in which structures can be made more stable and will identify strengths and improvements for their finished model.

### **Moral Education and Life Skills:**

For the coming half term the curriculum will be focussing on making choices. We will explore ways to cope with potential dangers in the local environment, consider the nature of bullying and the role of our anti-bullying ambassadors. This will link with our Anti Bullying Week in November. Children should gain an understanding on how their choices can affect themselves and others and be encouraged to care about others feelings and try to see things from their point of view. It is important that children appreciate the nature and consequences of bullying and ways in which to respond and ask for help. We will look at potential dangers in local environment- sun safety, traffic, stranger danger - and teach the children the importance of being aware of these in their daily lives.

### **Social Studies:**

For this half term the children will be learning about the UAE after the Union of the 7 Emirates. We will discuss the accomplishments made by the UAE post-union and learn about the 7 rulers of the Emirates. The children will also learn about the Founding Fathers (God's mercy be upon them) of the Emirates and their roles in the founding of the Emirates. In particular we will look at H.H. Sheikh Zayed Bin Sultan Al Nahyan (God's mercy be upon him).

### **Music:**

This half term children will continue to make improvements on their rhythmic compositions and perform and evaluate them together. The children will also be exploring descriptive sounds this term and develop their ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.

### **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.

During this half term in PE, the children will continue their Swimming lessons, focusing on front crawl and backstroke technique, continually developing their water confidence. In their other PE lessons, they will be focusing on games specifically looking at Football with a

range of activities and small games to develop the skills, competencies and tactical awareness of football.

**French:**

This half term, we will learn some names of musical instruments and introduce Je joue (I play). We will look at how masculine and feminine nouns are recognised and change the words following the verb. We will learn the vocabulary through a mixture of word games, word-association and actions. The pupils will be using all of the four skills (Speaking, listening, reading and writing) in this Unit.

In the final week, we will look at how the festive season is celebrated in France and look at the cultural differences between the pupil's countries.

**Dates for your Diary:**

Thursday 1<sup>st</sup> November – Narnia Show

W/b 28<sup>th</sup> October – Healthy Eating Week

W/b 11<sup>th</sup> November – Anti Bullying Week

Wednesday 28<sup>th</sup> November – National Day Celebrations

Thursday 13<sup>th</sup> December – End of Term 1

