



Deanery C.E. Primary School

Programme of Work in Year 3
SUMMER TERM 2019

English



READING

Children continue to develop reading fluency and comprehension using a range of strategies. They become more aware of varying text organisation and style. They identify and begin to summarise the main points drawn from different paragraphs. Children in Year 3 will be asked to use underlying typical themes, plots and ideas of stories to make predictions. They need to verbally answer questions about how and why authors use certain words and features to express and describe ideas. Year 3 readers develop their reading stamina and fluency and widen their reading range across fiction, poetry and non-fiction. Teachers use a range of texts to analyse and discuss, as well as developing the range and length of texts to be 'read aloud'. During the year, with the support of an adult, the children discuss common themes in texts in more detail, including settings, characters or themes in an author's work and begin to talk about their own opinions of texts. Children learn how to discuss their reaction to texts they have read, making simple predictions and inferences and giving their reasons using evidence in the text to support their ideas. They may develop personal tastes, for example avidly reading a series of books by the same author. Text examples this term are 'The day the crayons quit' by Oliver Jeffers and 'Matilda' by Roald Dahl.

WRITING

Writing develops both in length and in structure, with children using model texts they read to help incorporate the correct style and structure. Children should begin to try to organise work into paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader, as well as develop improved accuracy in more advanced forms of punctuation. They are also growing more confident and accurate in their grammatical awareness and analysis of texts. There will be regular writing sessions which will continue to develop the children's transcription, composition and grammatical skills.

SPELLING

By the beginning of Year 3 it is expected that most children have acquired a sizable vocabulary of words they can access automatically for reading and spelling. Their broad knowledge of phonics and growing understanding of the morphemic structure of words (including common prefixes and suffixes) enable them to learn to read and spell new words independently, so their reading and spelling vocabulary can expand rapidly during Year 3. This is a critical year for moving from a primarily phonics based spelling approach to one that takes more account of morphemic word structure and etymology and common 'spelling rules'. The accuracy of spelling high frequency words increases as the year progresses. 3W have a spelling test on Tuesdays with new spellings set on this day. In 3C, spellings will be set

	<p>on a Friday and tested the following Friday, with children being given a set of spellings to learn appropriate to their ability. There will be a dedicated teaching and practise session given to children in class every week, but children are also expected to devote time at home to help learn the spellings for that week.</p> <p>HANDWRITING</p> <p>Teachers continue to teach and to provide practice time to support the correct formation of the basic handwriting joins. The majority of children use these in independent writing. They are encouraged to write with consistency in size and proportion of letters and spacing within and between words and many will begin to start joining their letters accurately and consistently.</p>
<p>Mathematical Development</p> <p><input checked="" type="checkbox"/></p>	<p>During the Summer term, in Year 3, we will be learning;</p> <p>Number: Number and place value</p> <p>Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>Compare and order numbers up to 1000</p> <p>Identify, represent and estimate numbers using different representations</p> <p>Read and write numbers up to 1000 in numerals and in words</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Number: Addition and subtraction</p> <p>Add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction</p> <p>Estimate the answer to a calculation and use inverse operations to check answers</p> <p>solve problems, including missing number problems.</p> <p>Number: Multiplication and Division</p> <p>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 that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>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 objects.</p> <p>Number: Fractions</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators</p> <p>Recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators</p>

Recognise and use fractions as numbers: unit fractions with small denominators
Recognise and use fractions as numbers: non-unit fractions with small denominators
Recognise and show, using diagrams, equivalent fractions with small denominators
Add and subtract fractions with the same denominator within one whole
Compare and order unit fractions, and fractions with the same denominators
Solve problems that involve all of the above.
Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
Recognise, find and write fractions of a discrete set of objects: unit fractions with small denominators
Recognise, find and write fractions of a discrete set of objects: non-unit fractions with small denominators
Recognise and show, using diagrams, equivalent fractions with small denominators

Geometry: Properties of shape

Make 3-D shapes using modelling materials;
Recognise 3-D shapes in different orientations and describe them
draw 2-D shapes
Recognise angles as a property of shape or a description of a turn
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.



Statistics

Interpret and present data using bar charts, pictograms and tables
Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measurement

Add and subtract amounts of money to give change, using both £ and p in practical contexts
Measure the perimeter of simple 2-D shapes
Measure, compare, add and subtract: lengths (m/cm/mm)
Add and subtract amounts of money to give change, using both £ and p in practical contexts
Tell and write the time from an analogue clock
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
Compare durations of events [for example to calculate the time taken by particular events or tasks].

<p>Science</p> 	<p><u>Light</u></p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change. <p><u>To work scientifically</u></p> <ul style="list-style-type: none"> • Ask relevant questions • Gather, record, classify and present data in a variety of ways to help in answering questions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings.
<p>R.E.</p>  	<p><u>Symbolism</u> Exploring the symbolism of trees in different faiths. Looking in particular at Bible stories in Christianity, where trees are a main focus.</p> <p><u>Gospel</u> Making clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. We will be making links between Bible texts and the context of the Gospel. (Good news) We will be making links between the Bible stories and the importance of love and life in the world today, expressing clearly ideas of their own.</p>
<p>Music</p> 	<p><u>Charanga</u> <u>The dragon song</u> This unit of work involves listening to the song, learning to sing the song, playing instruments to accompany the song and composition. Social themes and topics arise from this song such as respect, friendship and kindness.</p> <p><u>Bringing us together</u> The unit of work is based on a disco song about friendship, peace, hope and unity. The children will be learning to sing songs, playing musical instruments to accompany the song, exploring improvisation and composing individually and in groups.</p>
<p>Spanish</p> 	<p>Colours- learning and consolidating knowledge of colours and learning the names of animals including the colours of them.</p> <p>Body parts- Learning the main body parts in Spanish through song and practical games.</p>
<p>P.E.</p> 	<p>Summer 1- Cricket- Striking and fielding. Rounder’s- Striking and fielding. Summer 2-</p>

	<p>Athletics and Swimming. Outdoor kit should include:</p> <ul style="list-style-type: none"> • trainers • White round-necked t-shirt (with or without school badge) <p>Black zip up top/black tracksuit bottoms for colder weather/black shorts Swimming – Each class will swim for 3 afternoons a week for three weeks, details to follow.</p>
<p>Computing</p> 	<p>Physical Computing- Crumble kits.</p> <p>Information technology- Word processing to create posters.</p>
<p>P.S.H.E.</p> 	<p>Dot Com Through our PSHE lessons we will be exploring the themes of; Valuing money Crime stoppers Secrets Social Media The children will be developing role play and taking part in circle time activities, to help to build confidence and self esteem, as well as engaging in other tasks such as writing, art activities.</p>
<p>Creative Curriculum</p> 	<p><u>Britain from Above</u> </p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Use a range of resources to identify the key physical and human features of a location. <p><u>To investigate patterns</u> Describe how the locality of the school has changed over time.</p> <p><u>To communicate geographically</u> Describe key aspects of: human geography, including: settlements and land use.</p> <p><u>Rainforests</u></p> <p><u>To investigate places</u></p> <ul style="list-style-type: none"> • Use a range of resources to identify the key physical and human features of a location. <p><u>To investigate patterns</u></p> <ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.

	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries.
<p>Homework</p> 	<p>Reading is to be done on a daily basis at home. Books are to be returned to the library during Yr3 Library time on Tuesday morning for 3C and Wednesday morning for 3W. There is also the option to change books more frequently at lunch times and/or before and after school. Children should have a personal reading book in school every day, and this can be taken home each day also. Homework diaries are to be taken home each day and signed once a week by parents and teachers.</p> <p>3C Friday is homework day. My Maths online homework will be set and due in on Mondays and the written task will be discussed with the children.</p> <p>3W Tuesday is homework day. My Maths online homework will be set and due in on Mondays and the written task will be discussed with the children.</p> <p>English target books (blue homework book) are an ongoing means of self-assessment which aim to help the children to improve their writing. The English target book homework will alternate between a task which focuses on grammar and punctuation, a comprehension task or a task on their independent writing. For their independent writing task, the children will be given a theme and guidance about what to write about. In this writing homework, the overall aim is to meet their writing targets and this will be the marking focus. The grammar and punctuation homework will be in the form of a worksheet to be stuck in their blue book, and will be self-marked by the children with teacher guidance when it is returned on time. In line with the rest of Key Stage 2, children will have one week to complete each of their homework tasks. 3C- set on a Friday and due In the following Thursday. 3W set on a Tuesday and due in on the following Monday.</p> <p>Spellings – Each child will have a bank of spellings to learn each week which are set by their spelling group teacher on a Friday. It is important to give children the opportunity to practice these spellings at home, using the resources provided. Or you could use more imaginative ways. For example, have you ever asked you child to spell words by writing with their fingers on each other’s backs? Walk their words out in the garden? Spelling words in shaving foam? Rainbow writing their spellings? Practising writing words in reverse? Lots of fun to be had! Each half term pupils will be tested on spelling Year 3 and Year 4 common exception words.</p>