



**SPRING TERM 2024**  
**Termly Curriculum Overview**  
**YEAR 3**

<b>ENGLISH</b>	This term we will start with <i>The Pied Piper of Hamlyn</i> by Michael Morpurgo and sequence the key events and describe the key characters, with reference to the text. Children prepare reports on rats in response to a request from the mayor. Using a familiar story theme, children plan and write own stories in style of myth/legend/fable, etc. We will then look at Non-chronological reports, descriptions, ‘how to’ guides (instructions), letters, discussions and narrative from alternative perspective with focus on setting description.
How to help	Visit the library to find books about our topics. Enjoy reading with and to your child and encourage them to read often from a variety of sources, including books, magazines, comics and online texts. Use recipes at home with your child. Children are most welcome to bring in their own books to share in class - it is always lovely to share a favourite one.
<b>MATHEMATICS</b>	Maths in the Spring term will focus on Solving problems involving multiplication and division including using their knowledge of 3, 4 and 8 multiplication tables. We then go more in depth into multiplication and division looking at more formal written methods for multiplying and dividing numbers. We then move onto measuring length accurately using different units and perimeter. Then extend the knowledge they have of fractions looking at unit fractions, denominators and equivalent fractions.
How to help	Look for where maths is used at home – shopping, time, DIY, budgeting etc. Encourage your children to become involved. Ask them to explain their calculating and justify their answers. Use maths language (multiply, divide, equal groups of) and use stem sentences (I know that...so). Practice multiplication tables and make use of the online resources available such as the games in mymaths, J2E and TT Rockstars.
<b>SCIENCE</b>	This term the children will be examining light and shadow. Recognising 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. Also, practice the scientific skills of asking questions, exploring how to improve the quality of data and analysing data.
How to help	Discuss light and dark with them. It is a great time of year to see dramatic changes in light. Shadow experiments and shadows at different times of day.
<b>ART and DT</b>	In art children will focus on painting. We will be learning how to create a range of tones and experiment with horizontal and vertical strokes. to mix and paint a range of tints with careful brush strokes, to experiment with shade and tints to add detail to a painting and develop skills in tonal mixing of secondary colours. In DT research, design and create a piece of work in food technology, mechanisms and structures or textiles.
How to help	Art is all around us and discussions about different artists and styles, which ones you like and why.
<b>COMPUTING</b>	Every half term each class study an aspect of online safety based on their knowledge. This might be discussing and understanding the importance of keeping personal information safe, understanding issues concerning the reliability of sources and people online. We are all increasingly involved in some form of online community and understanding appropriate and safe behaviour in the online environment is key. Our main focus is stop frame animation. We need to explain the key requirements of the task, storyboard a clear beginning, middle, and end, create smooth movement, follow our story board for our animation, make some improvements to it and add some additional media.
How to help	The computing program that the school uses is J2E and all the children’s files are available to them online at any time. They can work on projects from school or use the very versatile program for their own ideas at any time on computer or tablet.
<b>GEOGRAPHY</b>	This term Year 3 will gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. Some may even have direct experience of visiting Florida and the Magic Kingdom. The

	objective of the investigation is to take the pupils beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.
How to help	Children could research different aspects of Florida online or watch some programmes about the Sunshine State. Alternatively, books from the library.
<b>HISTORY</b>	This term's historical investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. The first of these was the arrival of metal-smelting skills carried by Bell Beaker people from Europe and the ability of communities to create alloys such as bronze. This was a significant breakthrough because even though bronze was of similar hardness to flint, it was nevertheless much more versatile in its use and easier to mould and shape into weapons, tools and domestic utensils.
How to help	There are some excellent and fascinating programmes and books relating to the Stone Age generally and the Bronze Age more specifically.
<b>PSHE</b>	This term we will examine <i>Keeping Safe</i> . This is part of the new scheme by SCARF. You can find more about it on their website.
How to help	Discussions at home about making sensible decisions to stay safe.
<b>Faith &amp; Belief</b>	This term for Faith and Belief we examine <i>What is it like for someone to follow God?</i> This is to make sense of belief by making clear links between the story of Noah and the idea of Covenant. Understand the impact by making simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make connections by making links between the story of Noah and how we live in school and the wider world.
How to help	Discussing your own faith and beliefs with your children and also looking at your family history of faith.
<b>SPANISH</b>	In Spanish we will be looking at describing myself and others, saying what I and others have.
How to help	Try practicing the Spanish words with them taking turns.
<b>MUSIC</b>	Develop listening skills by describing music in terms of pitch, dynamic, tempo, structure and texture; by identifying rhythms heard; by identifying the strong beat in a pulse cycle. Also blending voice to fit a group's pitch & pulse, texture, dynamics & changes of tempo; internalising melody, rhythm & words; developing a positive relationship with an audience, performance preparation and stage presence.
How to help	Most of us listen to music and this gives us an opportunity to discuss what we like and dislike about different pieces of music and talking about the beat, tempo, rhythms and so on.
<b>PHYSICAL EDUCATION</b>	PE is Wild Tribe on Wednesdays and Plymouth Argyle coaching Handball on Fridays. However, children should keep PE kit in school in case weather leads to day changes.
How to help	Making sure your child has the correct kit in school and promoting a healthy active mindset.
<b>USEFUL AND FUN WEBSITES</b>	Mymaths.co.uk Trockstars.com J2E.com

### Useful Information

**Mornings** Year 3 should be coming into class between 8.40 and 8.45.

**Snacks** Your child needs to bring a healthy snack for break time.

**Drinks** The children should have a bottle filled with water. They will be able to drink freely during lessons except during direct teaching.

**PE** Children are asked to keep PE kit in school as I may change PE day if the weather looks undesirable. Tracksuit bottoms and some sort of sweatshirt, tracksuit top or hooded top are advisable during the colder months, hat and sun cream for the hotter weather.

**Homework and Reading** Children should read every evening. Take time to talk about books at home as reading is so very important. Additionally, please complete one of the English or Maths activities each week (they can be done in any order). Please choose at least one of the topic activities to complete over the next 4 weeks. Homework will be checked each Wednesday. Learning can be recorded in any format in addition to your home learning book (e.g. photos, models etc). Maths: Times tables practise. They will be tested every Friday.