

Fairfield Infant and Colneis Junior Schools

Year 3 Autumn Term Curriculum Information 2018

Year group teachers:	<ul style="list-style-type: none"> • 3A – Mr Teare (Year Leader), • 3B - Mrs Mackenzie and Miss Aberdein • 3C– Miss Lucas
Year group support staff:	<ul style="list-style-type: none"> • Mrs Luck • Mrs Millier • Mrs Moore • Miss Jeffrey
Dates for the diary:	<ul style="list-style-type: none"> • Harvest festival at Trinity Methodist Church Monday 1st October 11.00am (Year 3 and 4) • Beach Walk – Monday 17th September – AM only • Visit to the Port of Felixstowe – Tuesday 25th September (morning only) • Class Open Afternoons (Maths focus - measuring) Thursday 4th October 2:00 – 3:00 • Parents evenings Tuesday 16th and Thursday 18th October – details to follow • Visit to Colchester castle – Friday 30th November (whole day)



Curriculum areas to be covered this term in:

Literacy



Types of texts we will be looking at this term – postcards, letters, poetry, information leaflets, adventure stories, and playscripts (Much of this is linked to our history and geography topics).

The children will be learning:

Spoken language

- to listen and respond appropriately to adults and other children
- to ask relevant questions to extend their understanding to build vocabulary and knowledge
- to join in with discussions, presentations and performances including philosophy and drama

Reading

- 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
- develop positive attitudes to reading by listening to and discussing a range of fiction, poetry and plays as well as non-fiction
- to ask questions to improve their understanding of a story
- to prepare poems and playscripts to read aloud and to perform
- to discuss words and phrases that capture the reader's interest
- predict what might happen from details stated and implied
- to use a range of strategies to read with fluency and expression

Writing

- to plan their writing by looking at similar texts and discussing and recording ideas
- to compose and rehearse sentences orally
- to retell a familiar story
- to use headings and sub headings to organise their non-fiction writing
- to organise paragraphs around a theme
- to extend the range of sentences with more than one clause using *when, if, because, although*
- to use the form *a* or *an* according to whether the next word begins with a vowel or consonant
- to consolidate the correct use of capital letters, full stops, question marks, exclamation marks and commas to separate items in a list
- to use the diagonal and horizontal strokes needed for joined handwriting using 'Penpals' scheme




Phonics and Spelling







- **1st half term** – to revise and extend the rules for adding suffixes to the end of words (-ed, -ing, -er, -ed,)

- Practise/Apply the prefix 'dis' and 'un'
- Spell words with the 'ei' sound
- Homophones

- **2nd half term** – Prefixes 'mis' and 're'

- Teach and apply the 'l' sound spelt 'y'
- Proofreading
- Learn words ending in the 'g' sound spelt 'gue' and the 'k' sound spelt 'que'

	<ul style="list-style-type: none"> • Throughout the term • to spell topic words correctly • to revise and extend the 'tricky words' from the new curriculum lists for years 2 and 3 • (NB some children will still continue to work on phase 5 and 6 Phonics.)
<p>Numeracy</p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> • Read and write numbers to at least 1000 in numbers and in words • Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) • Identify, represent and estimate numbers using different representations • Compare and order numbers up to 1000 • Solve number problems and practical problems involving these ideas • Add and subtract numbers mentally, including; <ul style="list-style-type: none"> a three-digit number and ones a three-digit number and tens a three-digit number and hundreds • Begin to use a formal written method for addition and subtraction or numbers up to 3 digits, but continue to think about when a mental method is more appropriate • Measure and compare lengths (m/cm/mm) • Measure the perimeter of simple 2D shapes and draw 2-D shapes • Identify horizontal and vertical lines and pairs of parallel and perpendicular lines • Solve problems, including missing number problems, using number facts, place value (+ and -) • Tell and write the time from an analogue clock • Use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • Add and subtract amounts of money to give change, using both £ and p in practical contexts • Revise and develop quick recall of addition facts up to 20 and multiplication and division facts for 2,5 and 10 times tables
<p>Science</p> 	<p>The children will learn to work scientifically through the following science topics by:</p> <ul style="list-style-type: none"> • asking relevant questions and finding different ways to answer them • observing carefully, sorting and classifying • comparing, and identifying similarities and differences <p>Rocks The children will learn to:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. <p>Forces and magnets The children will learn to:</p> <ul style="list-style-type: none"> • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>Topic (history and geography)</p> 	<p>The topics for this term are: 1st half - Felixstowe, Port and Resort. The children will be learning :</p> <ul style="list-style-type: none"> • to use atlases and internet resources to locate Felixstowe and understand its geographical position in relation to other parts of the UK • about the history of Felixstowe and how it has developed into the town it is today • about the economic activities of Felixstowe as a port and as a resort <p>2nd half - Celtic Britain and the Roman Invasion The children will be learning :</p> <ul style="list-style-type: none"> • about changes in Britain from the stone age to the iron age • about what life was like in Celtic Britain • to explore the effects of being invaded on a community and to begin to understand the possible reasons for the invasion of one country by another • about Boudicca and British resistance to the Roman invasion

<p>PE</p> 	<p>The children will be developing skills in:</p> <ul style="list-style-type: none"> • Gymnastics – travelling in different directions and linking travelling actions and balances • Games – Invasion games - developing the skills needed to play games based on simple forms of basketball, handball and football and net games such as tennis (Over 2 terms rotation between classes) • Dance – develop dance movements using a stone age theme (linked to history topic) • Swimming <p>N.B. For indoor PE the children need shorts and house colour T-shirt and will usually have bare feet. For outdoor games, especially as the weather gets colder, they must have trainers, jogging bottoms and a warm sweatshirt. For swimming the children need costume or trunks, swimming hat and towel. Earrings must be removed for PE and swimming. Please write a note if your child cannot do PE or swimming.</p>
<p>RE</p> 	<p>The theme for this term is 'Religion and the individual'</p> <p>The children will investigate the questions:</p> <ul style="list-style-type: none"> • What do the five pillars of Islam represent? • How does God's word influence how Christians lead their lives?
<p>Art and DT</p> 	<p>The children will be learning:</p> <p>Art</p> <ul style="list-style-type: none"> • to develop their observation and drawing skills <p>DT</p> <ul style="list-style-type: none"> • to develop the skills necessary to produce a hanging decoration made from fabric
<p>Music</p> 	<ul style="list-style-type: none"> • The children will be learning about the musical genre of reggae – singing and using instruments to accompany a performance. In the second half term they will also be learning about Christmas songs.
<p>French</p> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> • Greetings and how to introduce themselves including name and age, colours, numbers to 10, and classroom objects and instructions
<p>Computing</p> 	<p>The children will be learning:</p> <ul style="list-style-type: none"> • how to log on to the school network and how to save and retrieve documents • to manipulate and combine text and graphics to present information • to use appropriate effects and resize graphics • about e-safety including: <ul style="list-style-type: none"> -sharing personal information -communicating and collaborating safely and respectfully online -comparing real world and online friendships -beginning to understand the need for health and safety practices when using digital technologies
<p>Homework</p>	<ul style="list-style-type: none"> • Our reading target continues to be a minimum of 4 times a week, which can include the book sent home by the class teacher, home books, library books, newspapers, comics and magazines. Please remember to record any home reading in your child's reading record. • Written Maths and literacy homework are given out on a weekly basis on Friday (purple book), to be handed in on Tuesday. Please ask your child's teacher if you would like advice on how best to support your child at home with this. • A few 'tricky word' spellings to learn each week – see blue home/school diary for list. • Practise addition facts to 20 • Whole school 'Big Questions' talk homework is sent out weekly on Parentmail. • Sometimes we may ask the children to do a little research to support the learning we are doing in other subjects.

Additional information about ways in which you can help your child at home:

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to talk about what they have learnt in school that day
- Teach them how to tell the time using an analogue clock and digital clock
- Encourage them to bring in items of interest related to their work
- Encourage your child to read regularly, do their homework and hand it in on time, and practise number bonds or mental maths strategies on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes.
- Read to your child as well as encouraging your child to read to you. Ask and answer questions about what you have read (There are ideas in the reading booklets given out at parents' evenings)