



Year 3's Curriculum Evening

Spring Term

Adults Supporting Your Child

Fireflies- Mrs McQuay, Miss Fearn and Miss Atkins

Dragonflies- Mrs Milczarek

Orchid Mantis- Miss Dickenson and Miss Rowan

Supporting across all class- Miss Peck and Mrs
Zalewska

Covering teachers- Miss Peck and Mrs Jansen

Values

SJS Learner

KINDNESS
RESPECT
INTEGRITY

SJS Personal Skills



To care



To reflect



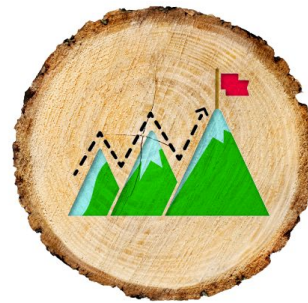
To collaborate



To aspire



To be curious



To persevere

Personal Skill focus- Spring 1



This half term we are looking at how to collaborate.

We will be:

- Learning the skills of working effectively with others.
- *Assembly takeovers!* Each year group focuses on a specific set of skills of being a cooperative learner and teaches their school peers in an assembly.
- Children develop their Repair and Rebuild strategies.

Personal Skill focus- Spring 2



In Spring 2 our focus changes to aspire.

We will focus on:

- Exploring aspirations, setting goals and pathways to achieving.
- *World Book Day*
- *STEM week - **10th-19th March***
- ***SJS Careers Fair*** - *What are our aspirations for the future?*

Reading

Reading



We are **not** continuing with Reading Planets.

Each child has now been given a book that they need to take home and read as well as read at school. This book **must** come in every day as we will be hearing the children read.

Every **Wednesday** is Year 3's book changing day. This is the only day they can change their book.

Reading

This half term we will be doing an assessment with some children on Reading plus.

We will let you know when your child has been assessed and given any login information.



Reading in Class.

We will be continuing to do our Guided Reading rotation. Each group has a different activity to do each day e.g. Reading with the CT, pre reading, task 1 etc. The year 3 focus is retrieval, inference, prediction and summary.

Retrieve

I can locate and record specific information from fiction and non-fiction texts.



Summarise

I can identify key parts in a text and can use this information to help me summarise events in my own words.



Interpret

I can look at the information in the text and use it to infer a character's thoughts, feelings, motives and opinions.

I use evidence from the text to support my opinions.



Predict

I can make predictions about what might happen next in a text using evidence from images, written information and hidden clues.



Writing

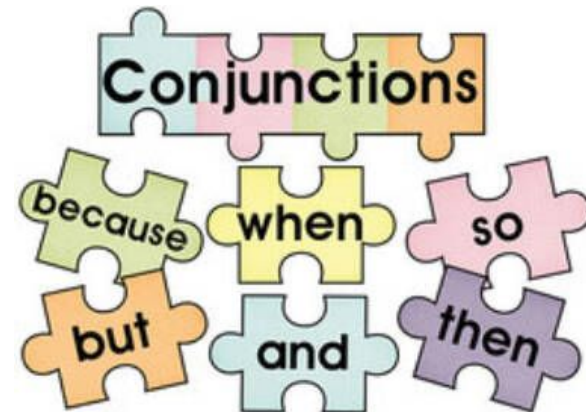


Let It Shine - Non Fiction text/Instructions

We will be teaching most of the children paragraphs to help organise their ideas when writing their non fiction text all about Electricity.

Other children will be learning about subordinating conjunctions and how these can join clauses together.

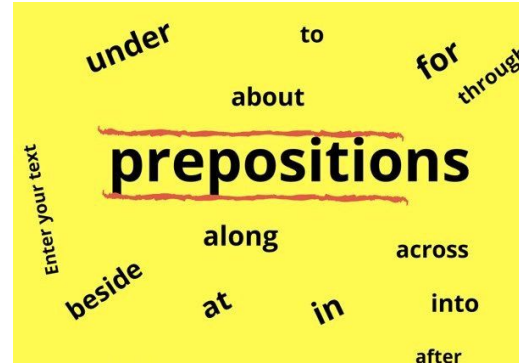
We will also be recapping with the children how to write instructions for making their torch.



Walk like an Egyptian- Narrative/Non-Fiction information text

Most children will learn to add more detail to their narrative writing by using **prepositions**. For example, behind, under, through. This will be used to help them write their Egyptian Cinderella story.

They will also write a nonfiction information page Egyptian history. They will use subheadings and apply their previous knowledge of paragraphs.



Handwriting

We are continuing with the handwriting plan that we used throughout the Autumn term.

In Spring 1 they will be finishing off the letters from ‘The One-Armed Robot Family’.

In Spring 2 they will be practising ‘The Curly Caterpillar Family’.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review	

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
The Curly Caterpillar Family (c, a, d, e, s and g)					

Spelling

Spelling Sessions

We follow a spelling program called 'No Nonsense Spelling'.

This programme gives us as an outline for what the children will learn across the year. This helps us ensure they are practising a range of spelling skills and techniques.

Week 1		
Yr3	Lesson 1 Revise/Teach From Year 2: suffixes '-ness' and '-ful' following a consonant	Lesson 2 Practise/Apply From Year 2: suffixes '-ness' and '-ful' following a consonant
Week 2		
Yr3	Lesson 3 Teach Prefixes 'sub-' and 'tele-'	Lesson 4 Practise Prefixes 'sub-' and 'tele-'
Week 3		
Yr3	Lesson 6 Practise From Year 2: apostrophe for contraction	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 4		
Yr3	Lesson 9 Teach Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'	Lesson 10 Practise Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'

Maths

Maths

During Spring 1, we will be continuing our Place Value journey and finish exploring 3 digit numbers, We will finish off this half term looking at weight and volume.

In Spring 2, we will be exploring right angles and securing mental calculations.

Project

Let it Shine

The children use their torch at the sleepover on Thursday 9th
February

Children will become both scientists and design engineers.

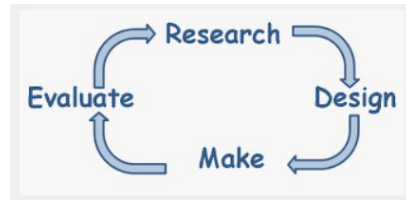
Science

Our scientists will learn about electricity and how circuits work so they can apply that knowledge when making their torches.



Design and Technology

The Design Engineers will learn how design from different angles as well as how to make a working switch mechanism for their torch.



Walk like an Egyptian

Art

We will be developing our clay modelling and mark making skills and using these to create a clay tablet with our names carved onto them in Ancient Egyptian hieroglyphics.



Music

We will be creating **layers** of rhythm using untuned percussion.



Foundation Subjects

French

French is taught every other week.

In Spring term we cover :

- Basic greetings
- Seasons
- Fruits and Vegetables



PSHE

PSHE is taught every other week.

During this term we will be covering:

- **Family Relationships** – different types of family/healthy and happy family relationships/pressures and managing feelings
-
- **What makes a community?** – connections/belonging/support



Computing

This half term we will be doing coding using a program called Discovery.

What I know...

I can input commands (Yr 1)

I can move a programmable toy in different directions, by giving and following instructions (Yr 2)

I can describe and write algorithms to complete specific tasks (Yr 2)

I can combine commands to follow a route (Yr 2)

Key Vocabulary:

Coding

Sequence

Algorithm

events

control

animation



Computer Science



In this coding unit, you will be creating an animation using coding. You will plan and create your own code and develop skills such as sequencing and using time events.

What I will learn...

- What a sequence is
- What coding is
- How to create an algorithm
- How to use a timer event to enhance an animation
- How to draft and create your own code

RE

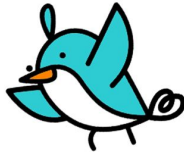
This half term we are looking at the RE topic “Identity”, We focus on Sikhism and the 5Ks.



In the next RE topic, “Changing emotions”, children will learn what emotions are and how the feelings of Christians change during Holy Week.



“



Kindness is
realizing that
we're all in this
together. ”

- RAKtivist

Thank
You