



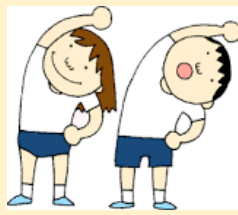
# Year 3 Curriculum Information



**KINDNESS.**  
**RESPECT.**  
**INTEGRITY.**



Healthy eating  
Movement and muscles



Football and HIIT  
workout



Healthy mind

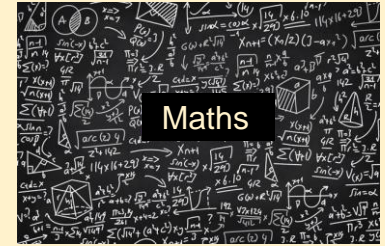


I am learning  
French



Letters and  
instructions

# Autumn 1 Healthy Me



Adding and subtracting  
through ten  
Place value up to 1000



## Smoothies

- claw
- bridge
- evaluate
- feedback



Symbolism



Inputting data and safe  
passwords



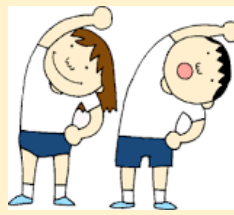
Guided Reading



Electricity



Settlement and land use  
Locate  
Changes over time,



Netball and Dance



Healthy friendships



Settlement across eras

- time order
- causes and consequences (links to technology improvements)
- comparing changes



Gaudi



Recount and first person narrative

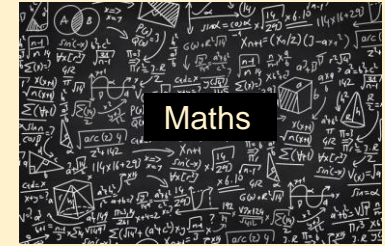


Holy (Special)

# Autumn 2 Southampton Through Time



Image matching to landmarks on a map



Place value up to 1000



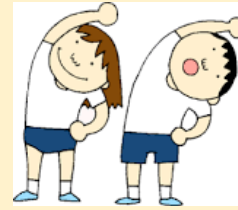
Guided Reading



Light - How we see.



Fruits



Dance and Running



**History**  
How has the torch developed ?

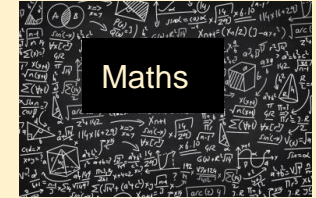
**Torches**

- Designing diff angles (C.A.D)
- Creating case - joins
- Selecting materials - links to science re circuits
- evaluating

# Spring 1 Let it shine!



Families



Right angles, Addition and subtraction and how they relate to each other



Guided Reading



Coding - sequencing and algorithms



Identity and Belonging -  
Christian and Sikh faiths



Music - Rhythm

Information text and instructions



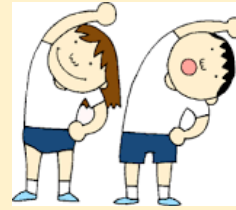


## STEM - SHADUF

- levers
- testing



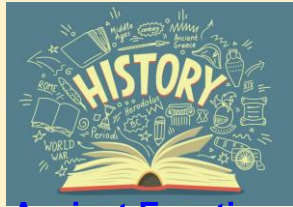
Locating Egypt on a map  
Importance of the Nile



Dance and Tennis



Community and respect



## Ancient Egyptians

- Introduction to evidence
- Hierarchy -roles



Information text and first person narrative



Picasso

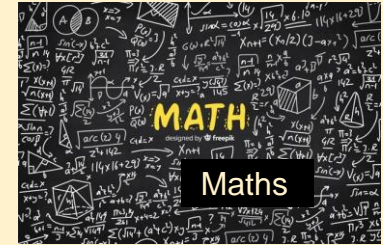


Changing Emotions

# Spring 2 Walk like an Egyptian



Research - using specific key words



Column addition and subtraction and beginning to look at multiplication



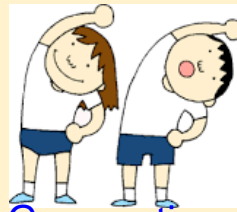
Guided Reading



Rocks and soils



Animals



Gymnastics  
(movement to  
music) and  
Jumping



Keeping safe  
(drug safety and  
injuries)



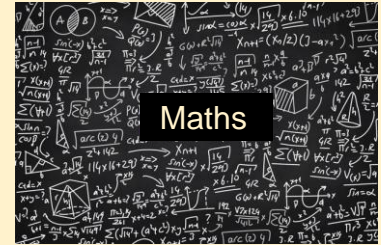
Music - Rhythm



Ai Weiwei

# Summer 1

## The Firework Maker's Daughter



Maths

Unit Fractions



Book Study!



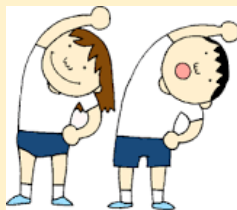
Divine Miracles



Musical compositions  
Create and edit using a program  
E- Safety



Guided Reading



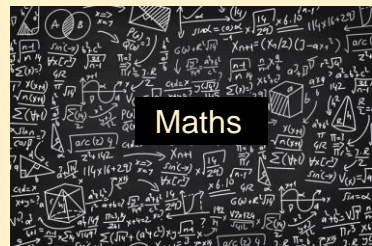
Personal strengths and achievements,  
managing problem,  
RSE

Plants



Gymnastics (wall bars)  
and Cricket

# Summer 2 Shirley Cruises



Location and climate



1st person narrative  
and survival guide



Sacred Places



Coding - controlling objects

Fractions and parallel  
and perpendicular lines



Guided  
Reading

# Basic skills

End-of-year expectations:

- Handwriting - joined and legible
- Times tables 2 and 5 times tables and square times tables
- Spelling - all Year 2 words, all Year 3 curriculum words

Cursive  
Writing



# Basic skills

What do we do in school?

- Daily handwriting practice
- Daily fluency learning following the number sense scheme (starting Autumn 2)
- 2 spelling lessons a week
- Daily grammar retrieval practice

Cursive  
Writing

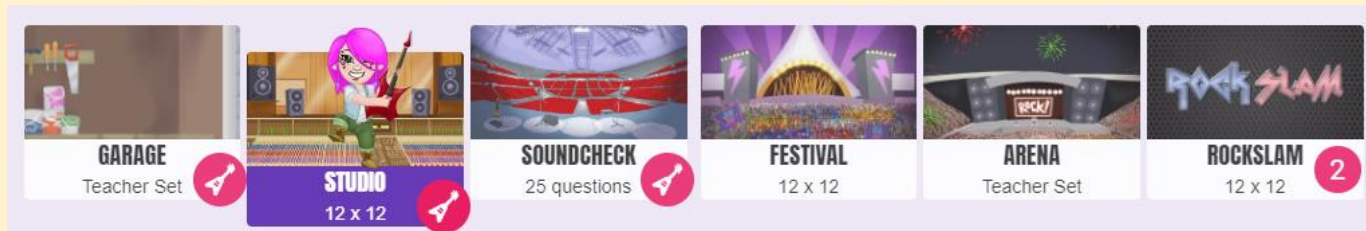


## What can you do to help?

- Encourage your child to complete their home learning **every** week - 2 reading reflections, TTRS and spellings (more info on the next slide)
- Ensure your child is fluent with their number bonds to 10 (addition and subtraction facts)
- Fluency with bonds up to 10 e.g. the bonds to 5 are  $5+0$ ,  $4+1$ ,  $3+2$ ,  $2+3$ ,  $1+4$  and  $0+5$ . Can they tell you the bonds to all numbers up to 10?
- Attend 'Share my learning'.  
The next one will be Thursday 23rd November
- Attend our Autumn 2 History showcase at the end of term - date TBC

# Maths Homework - TT Rockstars

Each week the children will be asked to complete 10 sessions in the **garage**. This will be set on a Tuesday morning and finish Monday afternoon.



The times tables are carefully selected by your child's teacher. We will update them when we can see that your child has achieved automaticity.



## Reading expectations

- Children read 4 times a week
- Children reflect on this reading twice a week. This could be about many things! E.g. Can they tell us how a character feels and why? Can they predict what will happen next and why? They could summarise what they have read or simply tell us what they like and/or don't like so far. Please ensure there are a mixture of these. There are some examples in their planners.
- When the child has finished a book, there are some questions for them to answer in the back of it. Please ask them to answer these questions in their planner as one of their reflections.
- Books will be changed every Monday. We know some children are speedy readers, but we will ask them to re-read their book, this is to ensure children read with automaticity, prosody and accuracy.

# Spelling Homework



Each half term children will be given 10 words to learn. These have been chosen from the year 3 and 4 curriculum list. These are recorded in their planners for easy access.

Please practise them ready for a test at mid point in the half term and also at the end of the half term.