

Brownlow Fold Primary School



Year 3 : Curriculum Information Spring

Organisational Information

Class Teacher



Miss Banner

Homework: Homework books will be given out each **Friday** and should be handed in to your class teacher by the following **Wednesday**.

Reading: Children will read to an adult weekly in school. Parents/carers are expected to listen to their child read daily and to sign their reading record.

PE: PE will take place every week on **Wednesday** and **Friday**. Please ensure your child has their PE kit ready in school on these days.

Please keep this booklet for future reference

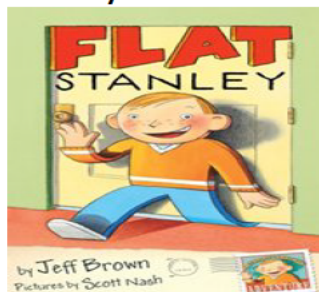
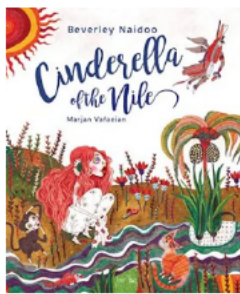
On the following pages we have provided a summary of the teaching coverage so that you are aware of what your child has to learn during this term.

The curriculum map outlines how your child's class teacher has personalised the programmes of study for each national curriculum subject.

Any questions regarding the curriculum should be discussed with your child's class teacher.

Theme for Spring 1	Theme for Spring 2
Walk like an Egyptian	Volcanoes

Curriculum Map for the Spring term

Subject	The coverage in English and Mathematics	
	Spring 1	Spring 2
English	Fiction: Leon and the Place Between  Writing outcome: To write their own version of Leon and the Place Between Mini outcomes: Persuasive poster for coming to the circus Improving sentence – the boy went into the tent Noun phrases – show review what could they see Diary entry of flying on the carpet Speech bubbles for dialogue	Fiction: Flat Stanley  Writing outcome: To write a newspaper report Mini outcomes: Postcard from a place he visits Instructions of how to send yourself in the post Character description of Stanley as a hero
	Fiction: Cinderella of the Nile  Writing outcome: To write a Non-Chronological about Ancient Egypt	

	Mini outcomes: Character Description Poems Setting Description Dialogue between characters An Advert News report Mini Story Retell	
Mathematics	Number: Multiplication and division Weekly fluency and reasoning Timetable Rockstars x3, x4, x8	Number: Fractions Measurement: Mass and capacity Weekly fluency and reasoning Timetable Rock stars x3, x4, x8

	Prime Learning Challenge	Subsidiary small questions
Geography	What causes earthquakes and volcanic eruptions?	What are the names of the layers that make up the Earth? Where are most volcanoes are formed and where do most earthquakes happen? Can you label a diagram that shows a dissection of a volcano? What happens during an earthquake? How are earthquakes are measured and how you can stay safe?
History	Can you explain what life was like in Ancient Egypt?	Can you use the internet and non-fiction books to find out more about the Ancient Egyptians? Who is Tutankhamun? Can you write a set out instructions about how to mummify a dead body? Can you write using hieroglyphics?

Computing	Can you design, write and debug programs with a focus on sequencing, selecting and repeating?	What is a sequence and can you use logical reasoning to explain what will happen next? Can you solve problems by decomposing them into smaller parts and detect and debug errors in algorithms and programs? Can you predict a change in a sequence may impact on the outcome of a program? Can you write a program to complete an algorithm, and sequence a simple program on Logo to produce a line drawing?
Art and Design	What is illustration?	How are watercolour paints different to acrylic paints? What does an illustrator do? How can illustrations help people? How can we talk about illustrations?
Music	How does pattern and structure help us to compose music?	Can children understand the influences on Cuban music and recognise its musical features? Can children sing syncopated rhythms in Latin dance and recognise a verse/chorus structure? Can children work in small groups, sing a call-and-response song with an invented drone accompaniment? Can children play a one-note part contributing to the chords accompanying the verse? Can children compose a 4-beat rhythm pattern to play during the instrumental sections?
Physical Education	Can you use space safely while performing gymnastic shapes?	Can you find different ways to travel through the space? Can you create a sequence of shapes while we travel? Can you hold the shapes? Can you create still and straight shapes and sequence them?
Languages	Can you say the names of equipment in a French classroom?	Can you count in French? Can you say when your birthday is and how old you are?

		Can you name the equipment used in the classroom? Can you talk about and explain playground games?
Religious Education	How and why do people try to make the world a better place? (Christians, Muslims and non-religious) (Spring 1)	Can you identify some beliefs about why the world is not always a good place? Can you make links between religious beliefs and teachings and explain why people try to make the world a better place? Can you identify how some people put their beliefs into action? Can you explain why the world is not always a good place? Can you suggest ways of making the world a better place?
	How and why do people mark significant events of life? (Spring 2)	Can you describe what love, commitment and promises mean in two different religions? Can you describe what happens in ceremonies of commitment and say what these rituals mean? Can you identify some difference in how the ceremonies are celebrated? (Marriage/Baptism) Can you discuss and give reasons why you think ceremonies of commitment are or are not valuable today?
Physical, Social, Health and Economic education (PSHE)	Health and wellbeing My healthy diary Relaxation techniques Wonderful me My superpowers Resilience and breaking down barriers Communicating my feelings Diet and dental health	Safety and the changing body First aid- Emergencies, calling for help First aid: bites and stings Be kind online Cyberbullying Fake emails Making choices Influences Keeping safe out and about
Key Texts	Flat Stanley texts The Great Egyptian Grave Robbery	Escape from Vesuvius (Julie Mitchell) Volcanoes (Stephanie Turnbull)

Empowered Learner Focus The 'Empowering Learning' skills play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum.	Resourceful Thinker	Can you have a go at something that may not work? Can you generate questions to link ideas related to my learning challenge? Can you keep my emotions in check when tasks get tough? Can you use my imagination to improvise? Can you think of different ideas and possibilities when solving problems? Can you improve your learning by imitating others?
	Reflective Learner	Do you understand the factors that stop me from learning effectively? Can you say who or what helps me learn and how and why? Can you gauge when a task has been completed to the best of my ability? Can you take time to consider experiences and what needs to be done next? Can you check and edit your own work?
Cultural Enrichment/Competence Our themes involve learning to live well in a diverse society	Throughout Year Three the curriculum offers the children the opportunity to extend their understanding of cultural diversity through assemblies linked to differences within our community and embrace our differences. Within PSHE lessons, children will explore their uniqueness, and that we need to recognise and celebrate our individual differences in gender, race, ethnicity, religious beliefs, age, customs, place of birth and cultural backgrounds, in an age-appropriate way.	
Growth Mindset Instilling a Growth Mindset ensures that children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements	The ethos of the Three Classroom is to have a can-do attitude and use a growth mind set approach to our learning and the choices we make with our behaviour. We will be further developing our skills from our Bright Leader sessions so we can embed our resilience, confidence, teamwork and confidence. What is it am I being asked to do? How can I do it? What equipment do I need? What strategies do I know? Have I done this before? Can I think of a different way to do it?	
Vocational Experience Our themes involve learning about the world of work and about the wide range of choices available to children in their futures	Links are made wherever possible to places of work and vocations to enable the children in Year 3 to see the link between tasks carried out in school and jobs as they get older. Throughout the year there will be planned activities that use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work and working practices and learning the skills for work.	
Home Learning	Home learning is a very important part of a child's education. One of the aims of teaching is for children to develop as independent learners. Home learning is an integral part of the	

	curriculum and is planned and prepared alongside each classes theme and ongoing learning in school. Below is an example of some of the Homework tasks that your child will receive (this is dependent on the year group they are in and differentiated accordingly) ▪ Daily reading – <i>Verbal task – parents are expected to sign their child’s diary so that we know that they have read at home</i> ▪ Times table rock stars – <i>Verbal task - This is a fun game designed to help your child to improve their mental arithmetic skills and consolidate learning from school</i> ▪ Half term activities/tasks – <i>Creative task - This is once every 6/7 weeks and you are able to choose which task/s to complete and consolidates learning from school</i> ▪ Possible additional Maths, Comprehension or Phonics activities – <i>Written Task - This will be determined by the class teacher each week and consolidates learning from school</i>
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