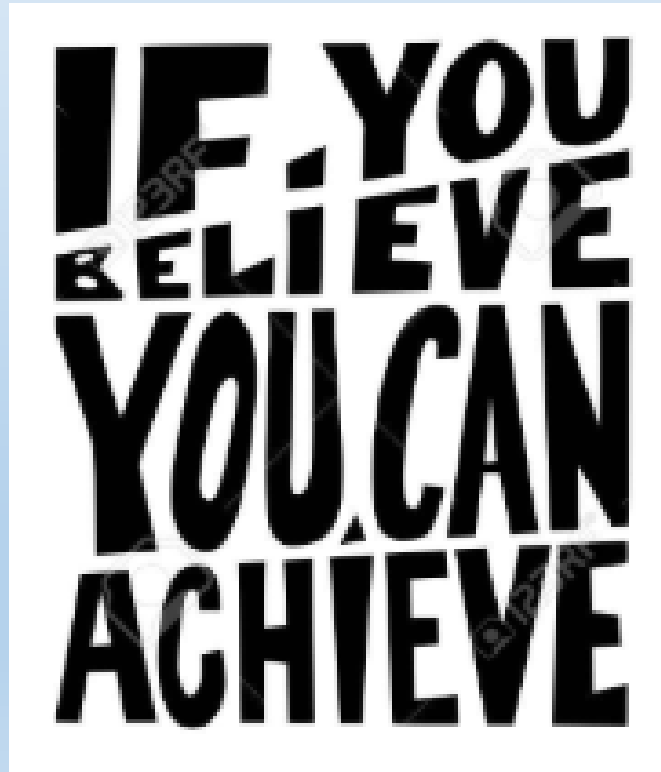


Welcome to the Year 3 Curriculum Evening



The aim of this evening is to inform you of the key ways in which your child will be learning in Year 3 and how they will participate in school life. 😊

Year 3 Weekly Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
8.30am-8.45am	Spelling games	Arithmetic	Spelling games	Arithmetic	Comprehension
8.55am-9.30am	<u>SPaG</u>	Handwriting	<u>SPaG</u>	Handwriting	
9.30am-10.30am	Literacy	Mathematics	Literacy	Mathematics	Literacy
	B	R	E	A	K
10.50am-11.10am	Assembly	Spelling	Assembly	Spelling	Handwriting
10.45-11.45am	Mathematics	Literacy	Mathematics	Literacy	Mathematics
11.45am-12.15pm		Class text	Arithmetic	Class text	Arithmetic
	L	U	N	C	H
1.30pm-2.15pm	Arithmetic Music	Art/Design Technology	Science (Miss Bourton)	CPSHE	ICT
2.15pm-3.00pm	Indoor PE (2.30pm Hall)	Topic (History/Geography)	French (Miss Bourton)	2.30pm Celebration Assembly	Outdoor PE (2.30pm Field)
3.00pm-3.15pm	S	T	O	R	Y



Curriculum Map

Year 3	Autumn		Spring		Summer	
Unit Title	India	Water	Iron Age	South America	Romans	Egyptians
Key Text		Ice Palace by Robert Swindells	Iron Man by Ted Hughes		Roman Quest by	Egyptian Cinderella by Shirley Climo
Writing Outcomes	Report writing (India and England) Diwali story writing (Rama and Sita)	Setting description Tension and suspense writing Different types of poems Write own story	Story writing Newspaper report Persuasion writing	Autobiography writing of famous South American Information text Fair trade writing letter to supermarket	Narrative Suspense/tension building Playscript - Spartacus Recount of Boudicca Diary entry of a character from whole class text Recipe- Roman Masterchef	Instructions for mummification Story writing Fact file of an Egyptian God Write a letter for next Class Teacher
Key Maths	Place Value Addition/Subtraction Measures-Perimeter	Multiplication/Division Measure-Time Geometry-3D Shape Data Handling	Place Value Fractions Measure-Length/Mass/Volume Multiplication/Division (Money)	Fractions Time Geometry-Angles Shape 2D/3D Measure - Time	Multiplication Adding/Subtracting Decimals Shape & Measure 2D/3D Shapes Measure-Time	Place value Adding/subtracting Fractions Measures Data Handling
Science	Animals including Humans	Forces and Magnets	Helping Plants Grow	Classification Keys (Plants & Animals)	Light and Shadow	Rocks and Rock Formation
Art & Design	Pattern of Print (Designing Indian Rugs)	Pencils & Pastels Drawing Still Life - line, tone, texture	Andy Goldsworthy Study Iron Man Sculptures	Brazilian Headdress Artwork by Torres Garcia - geometric shapes	Mosaics Roman shield	Egyptian headdress Hieroglyphics Design an Egyptian god
Computing	Animation	Paint	Email	We are Presenters - video recording to present the Carnival	Internet explorer-research engines	Excel- spreadsheets
DT	Bridge across the Ganges- evaluate and improve	Ice Palace Christmas Cake-cooking	Stone Age Settlement- design and make	Brazilian Headdress- design, make and improve	Roman Masterchef - cooking	Egyptian Costume- design and make
Geography	India - comparative location	Rivers and water cycle?		Climate - why do animals live in South America?		

Topics

Autumn Term 1 - India

Exploring how India is similar and different to the United Kingdom. Creating their own map of India in 3D. Finding out about key locations and features of India.

Autumn Term 2- Rivers and The Water Cycle

Considering key rivers in the United Kingdom and researching a river of their choice in more detail. Investigating the key features of rivers.

Spring Term 1 - Iron Age

Looking at the Ancient Civilisation of the Iron Age including a trip to Butser Farm for a first hand experience of daily life.

Spring Term 2 - Climate in South America

Finding out about animals and creatures which live in South America and how the climate supports living things.

Summer Term 1- Romans

How the Romans came to Britain and their influence today. Learning about daily life and rituals.

Summer Term 2- Ancient Egyptians

Finding out about how Ancient Egyptians lived and the interesting facts about this ancient civilisation.

Year 3 aims to:

- Bridge the learning between Key Stage 1 and 2- building on the skills and consolidating understanding developed in Key Stage 1 and beginning the Key Stage 2 journey.
- Developing confidence and independence.
- Enabling children to take responsibility for and drive their own learning.
- Ensuring every child achieves their very best!

Avon Tyrell



- ❖ Fantastic outdoor learning centre
- ❖ Great opportunities to experience outdoor learning activities (low ropes, den building, woodland walks)
- ❖ Letter in parent packs (please return slips and deposits by Friday 26th October 2018 if interested)

Staffing

Monday to Friday- Mrs Furzland

Wednesday afternoon PPA- Miss Bourton

In class support- Miss Bourton (Wednesday and Friday mornings).

Indoor PE Monday

Outdoor PE Friday

English Age Related Expectations (ARE)

To plan, write and edit a letter from Howard Carter to a friend/relative about discovering Tutankhamun's tomb.

Independent Work

31 Pyramid Road
Egypt Egypt
EX4 95U

19th November 1922

Dear Isabella Attree

It's been very hot in Egypt, no actually it's been extremely hot here and you have been OK? Now let me tell you the best news ever! I've found King Tutankhamun's tomb! and this all started because of twelve dusty and sandy steps so that's when I felt proud and would get a lot of money.

Now I'm going to tell you how I found King Tut's tomb. It was a dark and dusty travel through the tunnel till we came to a hulk and right in front of us was a door a brown wooden door and I used a candle

26/06/18
To plan a presentation of the mummification process using casual connectives.

Independent Work

Mummification

- 1 Wash the body.
- 2 Get the body on the Stone because to get a bit of the River Nile and some wine.
- 3 Removing the organs by Max.
- 4 Get the brain.
- 5 Place a long hook up one of his noses and smash the brain up in tiny pieces when it is gooey. Place the head down as a result of this out easier.
- 6 Bed of Natos by Max.
- 7 Stuffing the body.
- 8 Usher the 40 to 50 days stuffing the box in papyrus and sand to keep the body right.
- 9 Wrapping the body by Max.

English Greater Depth (GD)

08.05.18

To use drama to encourage the use of Adverbials
in our writing



Romans in the Past

- The Romans didnt have any proper fridges so they used cold sand and wet sand and had jars to put food in.
- The Romans had very small bedrooms but lots of beds.
- They didnt have chairs so they sat on tables and when they eat so much food they call a sick person and they give the person the bowl and keep sick. ~~and~~ ~~if~~ also its plitied to be sick. Then.
- They didnt have proper toilet so they had holes in the ground and peed. They also had public toilets with no doors!

Amelie ✓

2018 Task1: 'The Iron Man' - Writing an adventure story based on a robot

Thursday 25/01/2018

Success Criteria:

Use Paragraphs for each section of your plan.

Use a range of vocabulary (adjectives and similes).

Correct punctuation (full stops, capital letters, speech, exclamation marks, question marks).

Engage your reader by describing characters and settings.

NEXT STEP: Add in Punctuation in the correct places!
describe your settings.

Presentation:

A

B

C

SELF

TEACHER

Marked By:

PEER

SELF

TEACHER

There were two best buddies called Robe the robot and Steave. They live in a flat in Cambodia. There's a small thing to do is they are friends. Robe was as shiny as a penny and Steave was as sharp as a knife. They were very happy best friends.

But one night STEAVE WENT MISSING!

Robe heard a scream and saw a large shadow. He jumped out of bed and saw a large shadow. It led to the scary front door. Robe could not leave. Steave was there. So there was only one way to get Steave. HE had to go out and find him. Robe went and put some water clothes on.

long sentence

Mathematics Age Related Expectation (ARE)

Geometry: Shape: Make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them

Teaching Sequence

- Make 3D shapes from a range of materials (including modelling materials and construction)
- Accurately describe the properties of 3D shapes

If pupils have mastered this objective they will be able to complete these activities:

Put the following shapes into a feely bag: cube; cuboid; triangular pyramid; square-based pyramid; sphere, cylinder and cone.

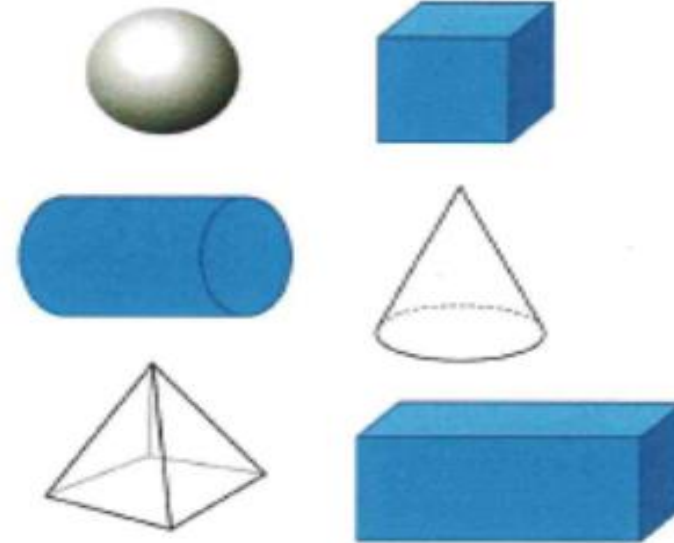
One person has to reach into the feely bag and describe accurately the shape they have without showing it to others. Pupils should work out which shape it is according to the description given.

I am thinking of a 3-dimensional shape which has faces that are triangles and squares. What could my shape be?

One face of a 3-D shape looks like this.



What could it be?
Are there any other possibilities?



Look at the six 3D shapes above. Take any 2 shapes and explain what is the same and what is different about each pair.

Mathematics Greater Depth (GD)

Geometry: Shape: Make 3D shapes using modelling materials; recognise 3D shapes in different orientations; & describe them

Teaching Sequence

- Make 3D shapes from a range of materials [including modelling materials and construction]
- Accurately describe the properties of 3D shapes

Activities for pupils working at greater depth:

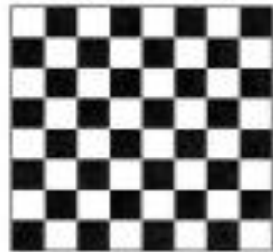
Futuristic Town Design

Working with a partner:
Create a futuristic space town, using 3D shapes that you have made up from nets.

Try to use different 3D shapes of different sizes.

Design your town first before you make it.

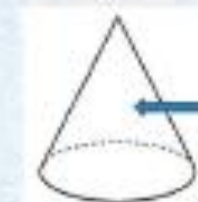
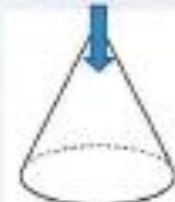
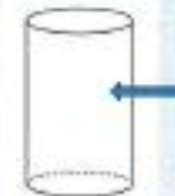
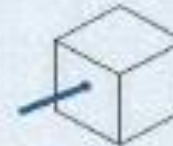
Create a board game that has either a 2D or a 3D shape in each square.



Make up a set of cards with the description of 2D and 3D properties on them.

From a given starting point move to the nearest square that matches the description on the card. The winner is the one that makes most moves after picking up three cards.

Look at the following shapes. If you cut down the middle (cross section) of each shape, in the direction of the arrow, what 2D shape will be left exposed?



Now do the same with a cuboid cut in two different ways.

Class Tracker

Assessment against key objectives for Reading, Writing and Mathematics...

•Compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words				
•Count from 0 in multiples of 4, 8, 50 and 100				
•Recognise the value of each digit in a 3-digit number				
•Understand and count in tenths, and find the fractional value of a given set				
•Add and subtract fractions with a common denominator				
•Derive and recall multiplication facts for 3, 4 and 8x multiplication tables				
•Add and subtract mentally combinations of 1-digit and 2-digit numbers				
•Add and subtract numbers with up to 3-digits using formal written methods				
•Write and calculate mathematical statements for multiplication and division; including 2-digit number with a 1-digit number (from multiplication tables they know, ie, 2, 3, 4, 5, 8 and 10)				
•Solve number problems using one and two step operations				
•Identify right angles; compare other angles to being greater or smaller than a right angle				
•Identify horizontal and vertical lines and pairs of perpendicular and parallel lines				
•Tell time to nearest minute and use specific vocabulary: seconds, am and pm				
•Measure, compare, add and subtract using common metric measures				
•Solve one-step and two step problems using information presented in scaled bar charts, pictograms and tables				

Beginning = Can do it, with support

Developing = Can do it independently, most correct

Developed = Can do it independently, consistently

Secure = Can do it independently, consistently and across the curriculum

Valuable support from home

- ❖ Spellings - statutory word lists for Key Stage 2 - not exhaustive (Year 1 and 2 Common Exception words to consolidate for less confident spellers).
- ❖ Times tables - ideally children at the end of Year 3 would be able to do up to their 6 x tables.
- ❖ Reading and talking about texts - 20 minutes every night.
- ❖ An **optional** piece of homework may be given from time to time.

Other things to consider:

- ❖ Home-school agreement
- ❖ Volunteering (trips and reading)- parents very welcomed to attend and support children on trips, as well as to read with the children regularly at school.
- ❖ Snacks- only fruit or vegetables.

Please feel free to ask any questions you may have.