

# Year 3

## Terms 3 and 4 Curriculum Outline

Welcome to our Curriculum Outline for Terms 3 and 4. For general information on routines and homework, please visit our year group page on the website, using the following link [www.woodlands.kent.sch.uk](http://www.woodlands.kent.sch.uk) and click on the [class pages](#) tab.

<b><u>English</u></b>	<b>Term 3</b> <b><u>Instructions</u></b> We will be learning how to build a Roman Road and writing a set of instructions to inform the soldiers how to do this.  <b><u>Recount</u></b> After Roman Day, we will write a recount including all the activities we completed.  <b><u>Persuasion</u></b> We will discuss the power of vocabulary and language choices on a reader and how these can be used to persuade people. We will write a persuasive speech as Boudicca (Queen of the Iceni Tribe) calling our soldiers to battle.  <b><u>GPS</u></b> We will identify and distinguish between different noun types (common, proper, pronoun); model choosing pronouns to avoid repetition; introduce prepositions and model in sentences	<b>Term 4</b> <b><u>Poetry</u></b> We will explore the structure of list poems, discussing syllables and stanzas. We will read the poem called 'The Sound Collector' and write our own version called 'The Colour Collector'.  <b><u>Non-Chronological Report</u></b> In History, we are learning about the Anglo-Saxons. We will gather together all the information we know about them, and write a fact-filled report.  <b><u>Recount</u></b> After our Rivers trip, we will write a recount of the events.  <b><u>GPS</u></b> We will find adverbials in texts; discuss their relationship with the verb; sometimes change position of the adverbial in a sentence; identify prepositions in context; pair up noun / adjective card
	<b>Term 3</b>	<b>Term 4</b>
<b><u>Maths</u></b>	<b>Term 3</b>	<b>Term 4</b>

	<ul style="list-style-type: none"> <li>• <b>Number: Multiplication and division</b> We will begin to use our knowledge of times tables to solve problems using more formal methods. The children will begin by using the grid method before moving onto the expanded method.</li> <li>• <b>Measurement: Length and Perimeter</b> We will measure, compare, add and subtract: lengths (m/cm/mm).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Number: Fractions</b> We will recognise, find and write fractions of a discrete set of objects. Children will be taught to recognise unit fractions and non-unit fractions with small denominators</li> <li>• <b>Measurement: Mass and Capacity</b> We will measure, compare, add and subtract: mass (kg/g) and volume/capacity (l/ml)</li> </ul>
<p><i>Children also engage in arithmetic activities every day to consolidate their understanding of the four methods of calculation (+, -, x and ÷). In Year 3 we also allocate time every day to learn times tables using Times Tables Rockstars or quizzing.</i></p>		
<p><b><u>Science</u></b></p> <p>In Term 3, we will look at forces and magnets. The children will discover what forces are in action around them and learn how different objects move on different surfaces. We will then experiment with magnets thinking deeply about how they work and what they are used for in everyday life.</p> <p>In Term 4, we will look at the skeleton and its functions. We will learn about specific food groups and the different type of nutrition different animals need to remain healthy.</p>	<p><b><u>PE</u></b></p> <p>Wednesday PE In term 3, the children will learn hockey. In term 4, the children will learn tag football.</p> <p>Friday In terms 3 and 4, the children will go swimming on Tuesdays.</p>	
<p><b><u>Computing</u></b></p> <p>Term 3 – We are Programmers We will be using Scratch to complete the unit and programme our own game.</p> <p>Term 4- We are bug-fixers We will continue using Scratch, but this time we will find bugs (problems) in other people's coding and fix them.</p>	<p><b><u>Music</u></b></p> <p>Year 3 will be listening to Elgar's Enigma Variations and working together to create our own compositions with variations. We will then begin to learn the Recorder, focusing on the first three note, B, A and G.</p>	<p><b><u>RE</u></b></p> <p>In terms 3 and 4, Year 3 will be considering the following key question: Why is Jesus inspiring to some people?</p> <p>We ask who inspires us and consider whether Jesus was a good teacher. The children will make connections between some of</p>

<p><b><u>French</u></b></p> <p>In term 3, we will learn how to count up to 30 and how to say the months of the year. The children will use this information to enable them to speak in French about celebrations.</p> <p>In term 4, we will learn the parts of the body and colours.</p>	<p><b><u>Art</u></b></p> <p>In term 3, we will learn how to sketch exploring tones and shading methods. We will learn how to draw the different features of the face and produce a self-portrait as our final piece of work.</p>	<p>Jesus' teachings and the way Christians live today. We will look at how Christians celebrate Holy Week and Easter Sunday and identify the most important parts of Easter for Christians.</p>
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<p><b><u>PSHE</u></b></p> <p>Term 3 – Dreams and goals. In this Term, the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p> <p>Term 4 – Healthy me. In this Term, the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p><b><u>History</u></b></p> <p>Term 3 - Our big question will be: What was the impact of the Roman Empire on Britain?</p> <p>In this topic, the children will explore the meaning of invasion before looking closely at the chronology of Roman Britain. We will then compare the Romans and the Celts and learn how the Britannic tribes reacted to the Roman invasion. Finally, will explore the legacy of Roman Britain.</p> <p>Term 4- Our big question will be: Were the Dark Ages really that Dark?</p> <p>In this topic, we will ask what life was life after the Romans left. We will look at how Anglo-Saxon England was ruled and organised and think about religion in this time. Finally, we will pose the question, why is Alfred know as ‘the great’?</p>	<p><b><u>DT</u></b></p> <p>In term 4, we will be exploring the topic of eating seasonally. We will look at when different fruits and vegetables grow and which times of the year are best to eat them. We will practise our cutting and slicing skills and talk about knife safety. We will then finish by designing and making our own vegetable tart.</p>
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