

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 3

Spring 1

writing

Keywords

poetry
poems
newspaper report
subordinate clauses
similes

conjunctions
fronted adverbials
expanded noun phrases
punctuation
emotive language

organisational features

In school we will be learning

This term in writing, children will build upon the skills they've acquired earlier this year. They'll concentrate on writing various forms of writing, such as

- Poetry
- Newspaper reports
- Formal letter

While exploring these text types and the purposes of each, the children will also recap previously covered skills and develop others. These include understanding and using:

- subordinate clauses
- Similes
- expanded noun phrases
- fronted adverbials
- conjunctions
- emotive language
- Informative language



At home you can

- Looking at the features that are needed for a poem. Once they know what is needed in a poem, they can write their own poem.
- Practise writing different sentences with [subordinate clauses](#). Challenge: How many can you do?
- Look at what a [newspaper report](#) is and what types of features are needed. Have a go at writing your own newspaper about breaking news!

Useful websites



Subordinate clauses



newspaper report



complex sentences

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reading

Keywords

retrieve
inference
vocabulary
predict
explain

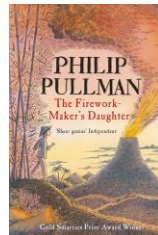
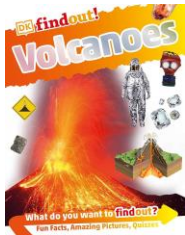
infer
fiction
non-fiction
prior knowledge

In school we will be learning

This term, our class will explore both fiction and non-fiction texts. Our fiction text, *The Firework Maker's Daughter*, and non-fiction text, *Volcanoes*, will be the focus to our learning.

The children will focus on enhancing various skills by answering different types of questions, including true or false, multiple choice, matching and constructing sentences in response. These skills include retrieving information from the text, making inferences, understanding vocabulary, predicting outcomes, and explaining.

Additionally, during guided reading sessions, children will continue to enhance their fluency, accuracy and self-correction skills. They will practise using appropriate intonation while reading aloud. In these sessions, they will explore a variety of text types, including poetry, as well as a diverse range of fiction and non-fiction texts.



At home you can

- [Read with your child](#) daily (class text/levelled book and library book). Ensure a comment is written in their reading journal each time you do. Ask them questions based on what they have.
 - How might the character be feeling?
 - Summarise what has happened
 - Can you think of another word for...?
- For [unfamiliar words](#), encourage your child to read around the word to see if they can work out the meaning. Encourage them to consider if the word connects or relates to another word they might know.

Useful websites



Dealing with unfamiliar words



Reading out loud

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maths

Keywords

parallel lines
horizontal lines
vertical lines
perpendicular lines
converting

pounds
pence
data
bar charts
pictograms

change
interpret
present

In school we will be learning

This term in maths, the children will be focusing on:

Geometry:

Children will start by learning about different types of lines, like parallel and perpendicular lines. They'll also practise measuring and drawing these lines. After that, they'll explore the characteristics of shapes, drawing them and describing their properties using the right maths vocabulary.

Measurement:

The children will begin by recognising the value of various coins and notes. Next, they'll learn how to convert between pounds and pence. They'll also delve into adding and subtracting money using the same and mixed units. This will help them grasp concepts like finding change and figuring out how much change should be given, especially with manageable amounts.

Statistics:

In this area, children will discover how to interpret and present data using bar charts, pictograms and tables. As they become more confident, they'll tackle one and two-step problems related to data.



Hobby	Number of children
Hockey	●●●●
Football	●●●●●●●●
Swimming	●●●●●●●●
Gymnastics	●●●●
Dance	●●●●●●●●

At home you can

- Practise times tables through [hit the button](#) or [times table rockstars](#).
- Find different 2D objects around the house. Ask, or support your child with identifying the properties of the shape.
- Practise drawing different 2D shapes. Remind your child about each shape having straight lines. Can they measure the length of the line? Support them on [how to use a ruler to measure](#).

Useful websites



How to measure lines



Hit the Button



Times table rockstars

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science

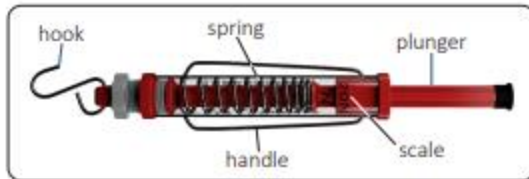
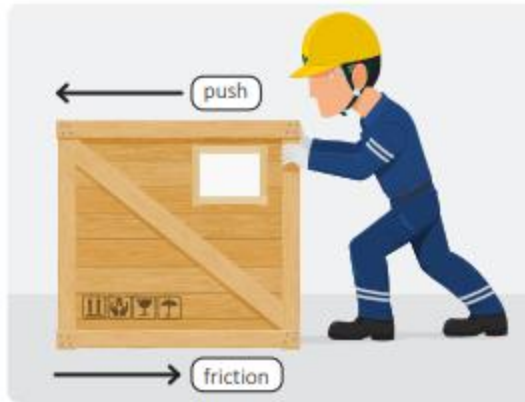
Keywords

pushing
pulling
forces
contact forces
friction

force meter
bar chart
comparative test
newtons

In school we will be learning

The topic 'Forces and Magnets' will span over the whole of Spring term. This half term, the children will learn about pushing and pulling forces and identify and clarify pushes and pulls. They identify contact forces, focusing on frictional forces. Children carry out comparative tests to measure frictional forces using force meters. They will learn the smoother the surface, the less friction it will generate. They display their results in bar charts, interpreting them and looking for patterns. There is a focus on observing, measuring and recording throughout this topic.



At home you can

- Take a toy car and roll it over different materials in your house. What do you notice? Which material does it run over the easiest? Why do you think that?
- When your hands are cold, rub them together. What do you notice? Why do you think that happens?
- Research forces in the library and online.

Useful websites



moving on different surfaces



friction experiment

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Humanities Geography

Keywords

epicentre	Richter scale	dormant	boundaries
magnitude	lava	continental	vent
seismic	molten	drift	surge
wave	aftershock	metamorphic	impermeable
tremor	active	plate	magna

In school we will be learning

Rocks, Relics and Rumbles

In the Rocks, Relics and Rumbles project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface.

They will investigate different types of rock to learn about their uses and properties.

They will also investigate soil and fossils, including learning about the work of Mary Anning.

They will have the opportunity to use maps to learn about the lines of latitude and longitude and a compass to learn about the cardinal and intercardinal points.

They will also learn about volcanoes, earthquakes and tsunamis and the long and short-term consequences that these can have.



At home you can

- Write a poem on the theme of volcanoes. You might like to write about an eruption, a specific volcano that you have learned about, or the damage caused after a volcanic eruption. Try to include expanded noun phrases in your poem.
- Imagine that you just experienced an earthquake - write a short story about what happened. Use topic vocabulary to describe the strength of the earthquake, such as: tremor, epicentre, magnitude and seismic wave.
- Create a labelled diagram of a volcano.

Useful websites



Plate tectonics



Explore Earthquakes

[Earth's Layers – Inside the Earth](#)
[Rocks and Minerals](#)
[Mary Anning Facts!](#)
[How Tectonic Plates Move](#)
[Latitude and Longitude](#)

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computing

Keywords

Scratch	sprite	turn	sequence	order
programming	costume	point	event	note
blocks	stage	in direction	task	chord
commands	backdrop	go to	design	algorithm
code	motion	glide	run the code	bug / debug

In school we will be learning

This half term, we will be exploring the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most children. They will be introduced to a selection of motion, sound and event blocks which they will use to create their own programs, featuring sequences.

The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Children also apply stages of program design through this unit.



At home you can

- Watch videos on what Scratch is
- Learn how to add sound and how to use motion blocks
- Explore the various features of Scratch on the website: [Scratch - Imagine, Program, Share \(mit.edu\)](https://scratch.mit.edu)

Useful websites



Scratch guidance for parents



how to use Scratch

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art

Keywords

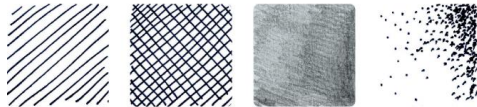
form
fossil
medium
parallel
texture

tone

In school we will be learning

In this art and design project, Ammonite, children revisit the theme of nature as a starting point for artwork studied previously in the Year 2 project Flower Head. Ammonites were sea creatures that lived millions of years ago. They were closely related to octopuses and squids that are found today but they had a ribbed, spiral-shaped outer shell. Ammonite shells are often found as fossils and come in many different colours and sizes.

They use fossils and other natural forms to create a suite of work that includes printmaking and clay sculpture. Children are introduced to drawing techniques, including simple line drawing, hatching, crosshatching, shading and stippling, to portray form in pencil drawings.



They build on their understanding of motifs (symbol or simplified shape which are repeated to form a pattern) by designing a motif. They use the motif in prints using one or two colours and make a 3-D sculpture of a natural form in clay, building on their previous experience of clay sculpture.



At home you can

- Visit the Birmingham Think Tank and look at the fossils in their collection found on [Level 2](#).
- Practice your [drawing techniques](#).
- Make an ammonite out of [salt dough](#).

Useful websites



Think Tank fossils



drawing techniques



salt dough ammonite

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Music

Keywords

Chorus
improvise
compose
appraising
tune

note values
note names
pulse
verse
bass

drums
melody
rhythm

In school we will be learning

During his half term, Year 3 will be using the song "Three Little Birds".

With this song, pupils will identify the pulse of the music and begin to sing along. Pupils will also begin to identify the structure of a song, thinking about the chorus and verses.

Using the song as inspiration, pupils will also play instrumental parts with the song from notation using up to 3 notes – C, D + E.



Pupils will have the chance to improvise with claps and voice using notes C, D and E, to the song and other patterns.

We also expect Year 3 to compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G using the recorders.

Pupils will discuss the music genre of Reggae: which was developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley. It has a prominent bass beat and a strong off-beat usually played on the guitar.

Roots Reggae: Music that deals with social and racial issues and references elements of Rastafari.

At home you can

- Listen to the song 'Three Little Birds'. What do pupils think of it? Do you like it? Why? What is the meaning of the song?
- Use the BBC teach website House of Sound. This shows a series of short films from Scott and Greg Foot explore the science of sound, music and musical instruments. These include what sound is and how various types of instruments make music and sound at all. Hopefully improving general knowledge of instruments and appreciation for musicians.

Useful websites



Bob Marley – Three Little Birds



[House of Noise](#)

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re

Keywords

Integrity
Fairness
Prejudice
Mistakes
owning up

accountability

In school we will be learning

This term the children will be looking at the disposition of 'Being fair and just' and 'Being accountable and living with integrity'

'Being fair and just.'

This unit aims to help the children explore what happens when people are treated unfairly, they will look at a variety of situations to understand what prejudice means. The children will also look at the concept of fairness through the Islamic story of 'The Black Stone' and the 'Bandi Chor' festival in Sikhism.

Being accountable and living with integrity.

This unit aims to help the children understand how living with or without integrity becomes a 'way of life' or a pattern. The children will look at the Islamic story of 'The challenge of Iblis' and how Muslims are taught to think carefully before making any decisions. They will also look at what helps Christians and Muslims to own up to their own actions and be accountable.



At home you can

- Ask your child to discuss their RE learning and the importance of being just and fair.
- Read the story of 'The Black Stone' and discuss its importance in Islam.
- Read or watch why Sikhs celebrate the festival of 'Bandi Chor'.

Useful websites



The festival of light



Ethics for kids: right and wrong.

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Keywords

families
family life
caring
relationships
acceptance

different
caring

In school we will be learning

What are families like?

We will be learning about how families differ from one another and how family structures can look different but still function as a unit.

We will continue to explore the values of tolerance and acceptance, focussing on how we react and think about families that look different from our own.

We will be looking at common features of family life such as celebrations and holidays, as well as how members of a family care and show love for one another.

We will be making sure that they know asking for help or advice if relationships are making us feel unhappy or worried is important.



At home you can

- Talk about your family. Who do you live with? What do you know about the previous generation (grandparents, great aunts and uncles etc.) Do you have cousins?- Create a family tree together.
- Talk about other families you may know. How are they different or similar?
- Ask different members of your family to share a childhood memory.

Useful websites



family



family trees

PE

Keywords

balance
roll
jump
individual
group work

sequence
matching
contrasting
control
counting

rhythm
canon
unison
formation
levels

In school we will be learning

PE for 3B

This term, they will be studying gymnastics. In this unit, pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.



PE for 3J

This term, they will be studying dance. Pupils create dances in relation to an idea. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.



At home you can

- To develop strength of muscles practice doing 10 squats, press ups and sit ups a day.
- To develop your flexibility, do 10 stretches a day: while standing up, touch your toes, keeping your legs straight; claps your hands behind your back and lift your arms; and while kneeling, reach your arms back to hold onto your ankles while trying to keep your legs together.
- Dance in time to the music at home and count the beat of the music e.g. 1, 2, 3, 4, 1, 2, 3, 4

Useful websites



Push up advice



Creating an animal dance

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