

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 3

Spring 2

# writing

## Keywords

newspaper report  
expanded noun phrase  
subordinate clause  
fronted adverbial  
conjunctions

organisational features  
punctuation  
paragraphs  
formal language  
proof reading

grammar

## 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

- narrative
- newspaper reports

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

- subordinate clauses
- similes
- expanded noun phrases
- fronted adverbials
- conjunctions
- formal language
- emotive language



Writing to entertain



Writing

to inform



Writing to persuade



Writing to discuss

## At home you can

- 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!
- Practice using [commas](#) in your sentences. Challenge: How many can you do?
- Practice handwriting at home. Have a go at forming all the letters to a consistent size that are also joint too.

## Useful websites



newspaper report



context for writing



how to use commas

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# reading

## Keywords

retrieval  
inference  
prediction  
key words  
scanning

underlining  
vocabulary  
infer  
fiction  
non-fiction

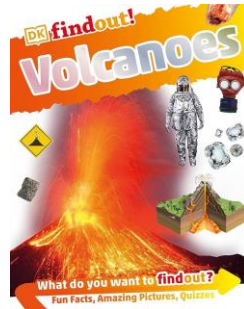
explain  
punctuation  
tone  
intonation

## In school we will be learning

This term, our class will continue to explore the non-fiction text, Volcanoes and a non-fiction extracts about volcanoes and rocks. These texts 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 summarising.

Additionally, during guided reading sessions, children will continue to build upon their fluency and self-correction skills. In these sessions, the children will focus on developing their intonation, tone, and pace, while also enhancing their comprehension skills through a range of questions linked to the text types.



## 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...
- Write a [book review](#) about the book that you have read. You can also write one on the [Heathfield Book Review](#) Page!
- Identify unfamiliar words – use a dictionary to find the meaning or read around the word to find it.

## Useful websites



book review tutorial



meaning of unfamiliar words



Heathfield Book Review

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# Maths

## Keywords

multiply  
regrouping  
divide  
partition  
remainders

measurements  
centimetre  
millimetre  
perimeter  
lengths

convert  
Roman numerals  
intervals  
hour  
minute

## In school we will be learning

In this term of maths, the children will be focusing on:

### **Multiplication and Division**

The children will begin learning how to multiply two-digit numbers by one and two digits. Once they have confidently grasped this concept, they will move on to performing the calculation with regrouping.

Next, they will progress to dividing a two-digit number by one and two digits. Initially, they will perform this calculation without regrouping. Then, they will advance to dividing with flexible partitioning and, finally, dividing with remainders.

### **Measurement**

The children will explore measuring in different units of measurement. This exploration will lead them to converting lengths into different units of measurement. Additionally, they will delve into understanding perimeter, how to measure it, and how to calculate it. Towards the end of the term, the children will further develop their knowledge of time, including Roman numerals, estimating and reading time to five minutes, and using AM and PM.



## At home you can

- Learn what [perimeter](#) is and how to measure it.
- Practice [telling the time](#) and drawing the clocks with different times
- Practice your times tables and divisions – [hit the button](#)

## Useful websites



perimeter



telling the time



Hit the Button

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# science

## Keywords

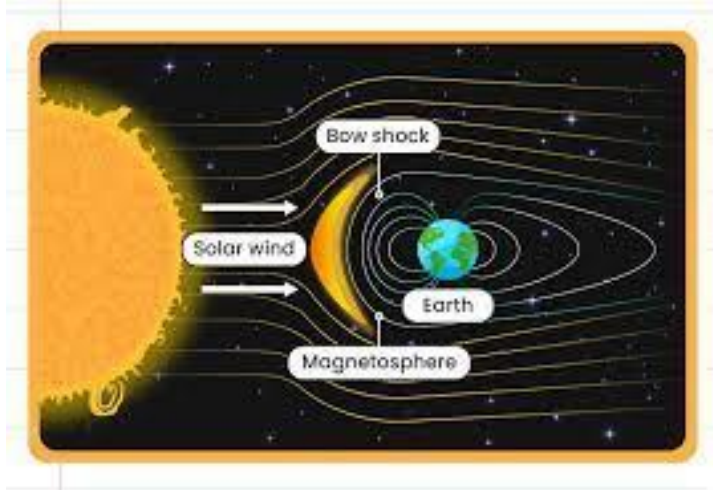
pushing  
pulling  
forces  
contact forces  
comparative test

attract/attraction  
compass  
magnet  
magnet force  
magnetise

magnetosphere  
magnetite  
repel/repulsion  
south pole  
north pole

## In school we will be learning

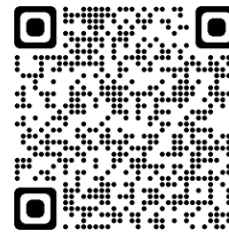
The topic 'Forces and Magnets' will span over the whole of Spring term. This half term the children will make careful observations and compare magnetic fields. They will compare and group materials based on their magnetic properties. Children will gain a knowledge about the magnetosphere and create a compass. They will be encouraged to ask questions about the world around them and explain that they can be answered in different ways. In this topic, the children will investigate magnetic strength using various methods. Through this they will learn to set up and carry out some simple, comparative and fair tests, making predictions for what might happen



## At home you can

- Research [magnets and magnetism](#).
- Learn what a [compass](#) is and what it is used for.
- [Make](#) a compass with your family.

## Useful websites



magnet and magnetism



What is a compass?



make a compass

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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

attribute  
value  
question  
table  
objects

branching  
database  
objects  
equal  
even

separate  
structure  
compare  
order  
organise

selecting  
information  
decision tree

## In school we will be learning

### Branching Databases

The children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Children will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases. For this unit, both you and your children will need access to the j2data Pictogram, Branch, and Database tools .

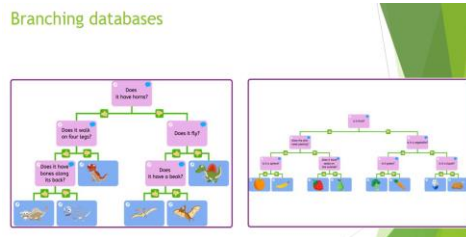
At the beginning of the project, children will start to explore questions with yes/no answers, and how these can be used to identify and compare objects. They will create their own yes/no questions, before using these to split a collection of objects into groups.

### Open-ended questions

Some questions are open-ended. You can give an opinion or add more detail.



### Branching databases



## At home you can

### Create a Story Sorting Database:

- Choose a collection of storybooks or short stories.
- Ask children to identify different story elements (characters, setting, genre).
- Develop yes/no questions to sort the stories and create an on-screen branching database using the j2data tools.

### Toy Sorting Game:

- Select a mix of toys with distinct attributes (colour, size, shape).
- Work with children to develop yes/no questions to sort the toys.
- Create a physical branching database with the toys and replicate it on the j2data tools

## Useful websites



J2data



how to create a Branching Database – J2Data

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# D & T

## Keywords

automaton  
machine  
critical analysis  
axle  
mechanism

cam  
slider  
lever  
rotation  
linkage

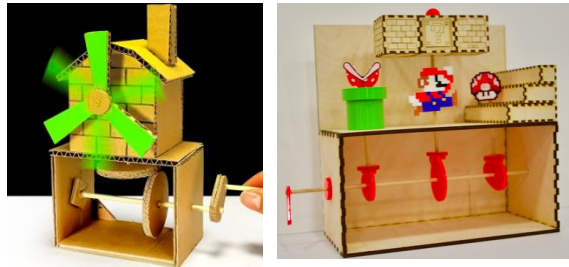
design criteria

## In school we will be learning

This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating their automaton toy.

The children are beginning to practise a greater level of independence in the designing and making of mechanisms. They will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. They will investigate cams systems and how the various shaped cams can affect a mechanism. They will then use this knowledge to design and make an automaton toy of their own. Building on previously learnt skills, the children will be encouraged, through discussion and trial and error to choose tools and materials that are most suitable for their project.

Once completed the children will be led in the process of critical evaluation. They will analyse each other's projects and be encouraged to consider the suggestions of others, before critically evaluating their own work.



## At home you can

- Open the link from the first QR code and go to the "Making a simple cam mechanism". You can use this to make a simple cam mechanism with your child – it is a good idea to keep repeating the new words as you go through the different steps.
- If you feel inspired, change the shape of the cam and see what happens.
- The second QR code shows you how cams are used in real life and gives you and your child some creative ways to decorate your cam and make it look visually appealing.

## Useful websites



Primary Resources  
- How to make a simple cam



BBC Teach - making a moving shop display

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H



# Music

## Keywords

Aitutaki Drum Dance  
Zebaidir Song  
Bruno Mars  
Gladys Knight  
Stevie Wonder

Dionne Warwick  
Elton John  
Randy Newman  
Stevie Wonder  
pop

Monkees  
Pete Readman  
pulse  
rhythm  
pitch

## In school we will be learning

This half term, pupils will be using the song “The Dragon Song”. Pupils will sing along, and name instruments they can hear in the song.

Using the recorders we will be practicing to play the instrumental parts using up to 3 notes – G, A & B. Pupils will be working on notation and use the music scale to start to read music in a very simple way.

Throughout the half term, pupils will focus on pop music: A shortened form of ‘popular music’. We will highlight that pop music constantly changes as we change and the world changes.

Once pupils are confident in the song, we will be asking pupils to know how pulse, rhythm and pitch work together to create a song. We will use this to compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

During their composition time we wish pupils to know that there are different ways of recording compositions (letter names, symbols, audio etc.)



Throughout the unit we want pupils to know that using one or two notes confidently is better than using five.

## At home you can

- Listen to pop songs together. What do you notice about the structure? Do parts repeat? Can you sing along easily?
- Discuss the meaning and atmosphere of some songs.
- I have added a link to Trolls as they sing a range of famous pop songs with varied forms and types of pop music.
- Ask pupils to build on what they have learnt in lessons with musical notation. I have included a link to a video that explains more about musical notation and another link to website that explains the scale. This can get very complicated, but some pupils may wish to explore the scale.

## Useful websites



[Musical Notation](#)



[Trolls Pop  
Music Medley](#)



[How to Teach Kids to  
Read Music Notes](#)

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# RE

## Keywords

Sabbat  
Passover  
Pesach  
sedar plate  
symbolic

abstain  
liberation  
loyal  
steadfast  
Judas

disciples

## In school we will be learning

This term the children will be looking at the dispositions 'Remembering roots' and 'Being Loyal and Steadfast'

### Remembering Roots

This unit aims to help the children explore the Jewish roots through their celebrations of Shabbat and Passover. The children will look at the importance of being together to remember significant events whether happy or sad. They will then look at how Jewish people have a rest day called 'Shabbat' and its importance. The children will then explore the origins of the festival of Passover. They will learn about the sedar plate and how it is made of symbolic foods to retell the story of Passover.

### Being Loyal and Steadfast

This unit aims to help the children explore being loyal and steadfast through the different religious viewpoints. The children will look at how they show loyalty and commitment to their friends and whether it is difficult to be loyal all the time. They will look at how Muslims children display loyalty through their scout's group. Alongside this, they will explore the story of Jesus and his disciples and their loyalty to him. The children will also learn about Judas and compare his and the disciple's behaviour towards Jesus

## At home you can

- Talk to older members of the family (grandparents, aunts, uncles, parents) and talk about your roots. Where did your grandparents come from? Did they have certain traditions that they did? Are you still following those traditions?
- Draw a family tree, look at old photos, how far can you trace your family tree to?
- Read the story of the Sahabah's (Mohammed PBUH companions). Then compare to your own situation with a friend. Are there similarities? What are the differences?

## Useful websites



What is the Passover?



loyalty and friendship

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## Keywords

community  
groups  
different  
diverse community  
wider community

local community  
included  
contributions  
respect

## In school we will be learning

### What makes a community?

This half term, the children will be learning what makes a community.

They will discuss, research and learn about how we belong to different groups and communities. We will also learn about what is meant by a diverse community; how different groups make up the wider/ local community around school. Following this, they will learn how the community helps everyone to feel included and values the different contributions that people make. Before ending the term learning about how to be respectful towards people who may live differently to them.



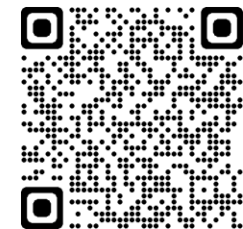
## At home you can

- Walk around your local area and note down the different places of worship, different types of shops that cater for different parts of your local community, the different services that supports your local community e.g. the doctor's surgery, nursery, schools... discuss how they all make up our local community that they are part of.
- Go to the [Handsworth Park Art Trail](#) which celebrates our local community's history.
- Research what a [community](#) is and means.

## Useful websites



Handsworth Park Art Trail information



What is a community?

# PE

## Keywords

passing  
defending  
possession  
moving  
space

shooting  
aiming  
attack  
sequence  
counting

teamwork  
communication  
pace

## In school we will be learning

This term, pupils will be studying netball. They will develop their passing and moving skills, focusing on keeping possession of the ball and creating space on the court. They will learn how to work effectively as a team, using accurate passing and movement to build an attack. Pupils will also begin to explore the transition between attack and defence, understanding how to win the ball back from the opposing team.

As they progress, pupils will be introduced to shooting techniques, developing their accuracy when aiming at a target. They will apply their knowledge of passing, movement and spacing to advance the ball up the court and create shooting opportunities. Pupils will also take part in small-sided games, where they will put their skills into practise in a game setting, learning to make quick decisions under pressure.

By the end of the unit, pupils will bring together all their learning in a Level 1 tournament. They will demonstrate their ability to pass, move, defend and shoot while working collaboratively with their teammates. This unit will help pupils build confidence in their gameplay, develop strategic thinking and enhance their teamwork skills in a competitive but supportive environment.

## At home you can

- To develop throwing skills. Practise throwing and catching with another.
- Throw a ball against a wall and catch it when it bounces back. Try different types of passes (chest pass, bounce pass, overhead pass).
- Practise quick foot movements by stepping side to side or forward and backward quickly.

## Useful websites



pivoting



chest pass

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