

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**YEAR 3**

**SPRING 2**

# WRITING

## KEYWORDS

narrative  
expanded noun phrase  
subordinate clause  
fronted adverbial  
conjunctions

organisational features  
punctuation  
paragraphs  
formal language  
proof reading

grammar  
Greek Gods  
pronoun

## IN SCHOOL WE WILL BE LEARNING

This term, children will continue to develop their writing skills through a range of purposes linked to our **Ancient Greece** topic. They will focus on:

- Narrative (to entertain)
- Informal letter (to inform)
- Non-chronological report (to inform)

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
- Simple, compound and complex sentences.
- Linking words
- 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

- Read and discuss myths or stories about Ancient Greece together
- Practise writing a short story using interesting sentence starters
- Write an informal letter to a friend or family member
- Create a non chronological report (fact file) about a Greek god, using headings and sections
- Practise using commas and conjunctions in sentences
- Encourage children to read their work aloud to check it makes sense
- Support regular handwriting practice for clear, consistent presentation

## USEFUL WEBSITES



[narratives](#)



[non-chronological report](#)

HAPPY HARDWORKING COURAGEOUS KIND

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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 texts, *Everything: Ancient Egypt and Tutankhamun*, 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

Happy hardworking courageous kind

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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

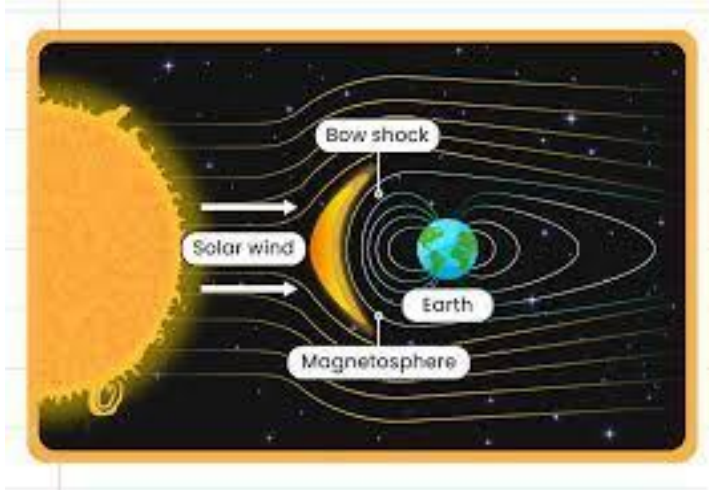
pushing  
pulling  
forces  
contact forces  
comparative test

attract/attraction  
compass  
magnet  
magnet force  
magnetise

magnetosphere  
magnetite  
repel/repulsion  
south pole  
north pole

## IN SCHOOL WE WILL BE LEARNING

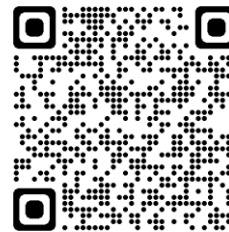
The topic 'Forces and Magnets' will span over the whole of Spring term. This half term the children will make careful observations and compare magnetic fields. They will compare and group materials based on their magnetic properties. Children will gain a knowledge about the magnetosphere and create a 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  
compass



What is a compass?



make a  
compass

HAPPY HARDWORKING COURAGEOUS KIND

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# HUMANITIES GEOGRAPHY

## KEYWORDS

epicentre  
magnitude  
seismic  
wave  
tremor

Richter scale  
lava  
molten  
aftershock  
active

dormant  
continental  
drift  
metamorphic  
plate

boundaries  
vent  
surge  
impermeable  
magma

## IN SCHOOL WE WILL BE LEARNING

This half term, children will learn how the Earth works, focusing on volcanoes and earthquakes and the processes that cause them. They will learn about the structure of the Earth, naming its layers and understanding how movement within the Earth leads to volcanic eruptions and earthquakes. Children will explore how volcanoes are formed, how eruptions happen and identify the five key features of an eruption using accurate geographical vocabulary.

Using maps, atlases and globes, children will locate volcanoes and major earthquakes around the world, applying their knowledge of continents, countries, the equator, the prime meridian and four figure grid references. They will describe what different places are like using a range of geographical terms.

Finally, children will investigate what causes earthquakes, the most dangerous features they create and the short term and long-term impacts volcanoes and earthquakes can have on people and the environment.



## 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.
- Create a labelled diagram of a volcano.
- Research and create a fact page about a famous volcano. Describing where it is, what happened and the impact it has had.

## USEFUL WEBSITES



What are [volcanoes?](#)



[Make a volcano](#)

HAPPY HARDWORKING COURAGEOUS KIND

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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

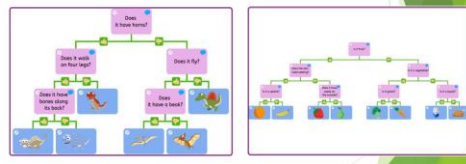
At the beginning of the project, children will start to explore questions with yes/no answers, and how these can be used to identify and compare objects. They will create their own yes/no questions, before using these to split a collection of objects into groups.

### 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  
J2Data



how to create a Branching Database -

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# ART

## KEYWORDS

sculpting  
fold  
bend  
manipulate  
shape  
stamping

coiling  
joining  
chiselling  
carving  
texture

## IN SCHOOL WE WILL BE LEARNING

This half term, children will develop their drawing skills through focused practice with line tone texture and shading. Children will explore how to create a wide variety of lines, experimenting with different sizes thicknesses and shapes to achieve different effects. They will learn how to use different grades of pencil at different angles and with varying pressure to create light and dark tones in their drawings.

Pupils will practise using hatching and cross hatching techniques to show tone and texture and will explore how these techniques can make drawings appear more detailed and realistic. They will also use a range of different shaped lines to indicate movement within their drawings.

Children will develop their shading skills to add interesting effects including shadows to create depth and a sense of form. By the end of the unit, pupils will have increased confidence and control in their drawing, using a range of techniques to improve the quality of their artwork.



## AT HOME YOU CAN

- Use one pencil to create a tone strip from very light to very dark by changing pressure and angle. If possible repeat using different pencil grades.
- Draw a household object and add shading and a shadow underneath it to make it look three dimensional.
- Drawing from observation: Spend ten minutes carefully drawing something in the room focusing on line quality tone and shading rather than speed.

## USEFUL WEBSITES



[drawing techniques](#)



[Hatching and cross-hatching](#)

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# 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

# HAPPY HARDWORKING COURAGEOUS KIND

# PSHE

## 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?

HAPPY HARDWORKING COURAGEOUS KIND



# 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

HAPPY HARDWORKING COURAGEOUS KIND

