

## English – *Ice Palace* and *The Winter Wolves Are Coming*

We will base our learning around the text: '*Ice Palace*,' by Robert Swindells and the poem '*The Winter Wolves Are Coming*,' by Tim Vallie.

**Skills:** The children will explore descriptive language, including figurative language and poetic techniques.

**Writing outcomes:** adventure narrative and free verse poetry.

**Spelling:** Spelling patterns for Year 3, such as words with the prefixes re, sub, inter, anti and suffixes y and ly.

**Grammar and punctuation:** verb tenses.

**Handwriting:** develop joined handwriting, ensuring all downstrokes are parallel and equidistant.

**Reading:** We will learn and practise all the steps involved in the following reading skills and then apply them to reading comprehension questions across a range of texts: inference, prediction and justifying. We will continue to build upon and widen our vocabulary through reading across the curriculum.

## Humanities (Geography) – *Food Journeys – World Kitchen*

- To identify shops selling food locally or on the high street.
- To start to understand that shops sell foods from many different locations.
- To understand the food we eat has a journey
- To understand what farming is, what a farmer does and where the plants and animals we eat come from.
- To understand that animals are reared in the UK, and used for dairy and meat.
- To understand that some traditional foods originate in the UK.
- To understand the geography of the UK and the types of food grown here.

## Religious Education -

### *What does Sikhism teach us about selfless service?*

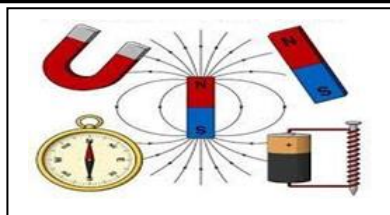
Recognise that the word 'Sikh' is derived from the Sanskrit word 'Sikhna' which means to learn.

Recognise sewa as a core principle within the Sikh religious tradition.

# Curriculum Overview

## Year 3

## Spring 1



## Music

Through songs, chants and musical games, children will continue to develop their musicianship skills. The unit builds on what is learnt in Making Music 1, reinforcing the difference between pulse and rhythm, developing the inner hearing and holding a part in a group. Children will hold an ostinato rhythm, focus on the new pitch – 'fa', and continue to develop their rhythm-reading and writing skills using their voices and untuned percussion.

## Spanish – *Hole Espanol!*

- Know and say days of the week
- Know and say months of the year
- Say how old I am
- Say when my Birthday is



## PE - Dance

To learn some basic steps with rhythm without music.

## Art – Chila Burman Singh

Experiment with different materials to create a range of effects and use these techniques in the completed piece of work; explain what he/she likes or dislikes about their work; know about some of the great artists.

**Teachers:** Mrs Campbell (Rowan), Miss James (Holly), Ms Habib-Riley (Ivy) and Miss Batra



## Maths – *Number: Multiplication and Division*

- count from 0 in multiples of 4, 8, 50 and 100
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

## Science – *Magnets and Forces*

Pupils will compare how things move on different surfaces, noticing how magnets attract and repel. They will compare everyday materials, identifying magnetic materials. They will also describe magnets as having two poles.

## PSHE – *Living In the Wider World*

- To understand what charity is and explain why people donate to charity
- To fundraise money for a charity
- To explain the difference between wants and needs
- To explore life in different countries
- To explain how their life is different to the lives of children in other countries
- To explain how to keep safe online

## Computing – Spreadsheets

- To use the symbols more than, less than and equal to, to compare values.
- To use 2Calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2Calculate to learn about cell references.

**Please remember:**

- Reading homework to be completed at least 5 days a week.
- Children's reading books as well as their Reading Record should be brought into school every day. Books will be changed every Monday (Rowan), every Thursday (Ivy) and every Friday (Holly).
- Please remember to wear a PE kit on **Wednesday**.
- School begins at **8:45** and finishes at **3:15**. Punctuality, routines and consistency are very important for pupils' progress and development.
- Spellings are sent home to be practised on Fridays and pupils are tested on these the following Friday.
- All pupils should bring in a bottle of water.
- All pupils are encouraged to bring in a healthy snack, daily, for their morning break.

**Other information:**

Tuesday 3<sup>rd</sup> January 2023 – Back to school

Week beginning 23<sup>rd</sup> January – Mid-year assessments

Friday 3<sup>rd</sup> February – Dress up for Number Day

Week beginning 6<sup>th</sup> February – Children's Mental Health Week – Yoga activity

Tuesday 7<sup>th</sup> February – Safer Internet Day

Monday 13<sup>th</sup> February to Friday 17<sup>th</sup> February – Half-term holidays

**At home, you could help your child by:**

- Listening to your child **read daily** and talking to them about their book, as well as encouraging them to try **new books**.
- Encouraging them to practise their **times tables**, so that they can be quick and accurate. You can use [www.timestables.co.uk](http://www.timestables.co.uk)
- Supporting them in using online resources, such as: **Sumdog** and **Bug Club** to improve their maths and reading.
- Testing them on their **spellings** and checking the sentences they write for some spellings.
- Encouraging your child to research our learning topics, e.g. **Magnets**.
- Encouraging greater independence, organisation and responsibility in completion of homework. It can be good to discuss the homework and make a plan about **how and when** they intend to complete it, helping them when needed.

**Thank you for your support.**