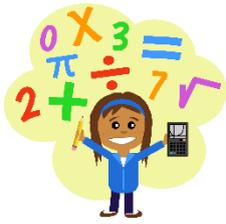




Summary of Work
Year 3
2018 - 2019



<p>RE</p> 	<p>The children will look at different topics throughout the year including -</p> <ul style="list-style-type: none"> • Domestic Church HOMES - God's love and care for every family • Baptism- PROMISES - Baptism: an invitation to belong to God's family • Advent- VISITORS - Advent: a time to look forward to Christmas • Local Church- JOURNEYS - People in the parish family • Eucharist – LISTENING AND SHARING - Mass, Jesus' special meal • Lent and Easter- GIVING ALL - Lent: a time for change • Pentecost- ENERGY - Pentecost: feast of the Holy Spirit • Reconciliation- CHOICES - God helps us choose well • Universal Church- SPECIAL PLACES - Neighbours share God's world • Judaism – Synagogue • Islam- Mosque <p>The children also learn through the Catholic Life of the school and during Collective Worship which takes place every day. Collective worship may be as a class, Key stage, whole school or parish community, in school or Church.</p>
<p>English</p>	<p>In Literacy we aim to promote positive attitudes to reading by sharing a range of whole class texts each half term including a range of fiction, poetry, plays and non-fiction.</p> <p>Our texts include: 'Stone Age Boy, Satoshi Kitamura', 'The Butterfly Lion, Michael Morpurgo', 'The Iron Man, Ted Hughes', 'Charlie and the Chocolate Factory, Roald Dahl', 'Read me Out Loud, Poems chosen by Nick Toczek and Paul Cookson' and 'Visitor's Guide to Ancient Egypt, Usborne Publishing'.</p> <p>Our lessons are planned across a two week cycle including two reading comprehension lessons where the children will develop their understanding of new vocabulary and explore themes and conventions within the texts.</p> <p>The timetable will also include lessons around spelling, punctuation and grammar which will be revised within the children's homework and weekly spelling tests.</p> <p>The children will be offered lots of opportunities to write at length over the two weeks, planning what they are going to write and also editing and evaluating their own work.</p> <p>Over the year we will look at lots of different writing styles including stories, letters, diaries, instructions, information texts, balanced arguments and persuasive texts.</p> <p>The children will also have regular handwriting lessons to improve their fluency and ensure that they correctly join their handwriting.</p>
<p>Maths</p>	<p>The children will develop their skills in the following areas throughout the year -</p> <ul style="list-style-type: none"> • Number and Place value- recognise the place value of each digit in a 3-digit number • Addition and subtraction- add and subtract numbers with up to 3



- digits mentally and using formal written methods
- **Multiplication and division**- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables, multiply two-digit numbers times and one-digit numbers, using mental and progressing to formal written methods
 - **Fractions**- recognise, find and write fractions of a discrete set of objects, recognise and show, using diagrams, equivalent fractions with small denominators and add and subtract fractions with the same denominators
 - **Measurement** – measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml), measure the perimeter of simple 2-D shapes, add and subtract amounts of money to give change, using both £ and p in practical contexts and tell and write the time from an analogue clock,
 - **Geometry** – draw 2-D shapes and make 3-D shapes, recognise angles as a property of shape or a description of a turn, identify right angles and identify horizontal and vertical lines

The children will also develop their **Fluency, Reasoning** and **Problem Solving** skills in the range of areas.

Science



Throughout the year children will be looking at **Plants, Animals including humans, Rocks, Light and Forces and Magnets.**

They will be

- Asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

In summer term we will take part in National Science Week where all children will learn to work scientifically by completing a range of fun, engaging experiments.

<p>Music</p> 	<p>This year the children will be given weekly Trumpet lessons. Children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>They will also be involved in singing in their Christmas production and of course, Glastonbede!</p>
<p>P4C/PHSE</p> 	<p>The children will learn to –</p> <ul style="list-style-type: none"> • Explore ideas and thoughts through discussion • Learn to listen to the opinions of others and accept that not everyone will agree on an answer <p>The development of listening skills is an important part of the children’s development and will occur throughout the school day but also during weekly P4C lessons.</p>
<p>Computing</p> 	<p>The children will be using the programme Purple Mash in their computing this year to develop and improve their computing skills. Children will cover:</p> <ul style="list-style-type: none"> • Coding • Spreadsheets • Typing • Email • Branching • Simulations • Graphing <p>They will also continuously learn how to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
<p>PE</p> 	<p>As well as weekly swimming lessons the children will participate in various sports over the year including dance, gymnastics, team games, invasion games and athletics.</p> <p>The children will –</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best
<p>Art</p>	<p>Throughout the year the children will begin to develop their skills by</p> <ul style="list-style-type: none"> • creating sketch books to record their observations and use them to review and revisit ideas • improving their mastery of art and design techniques, including

	<p>drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> • Learning about great artists, architects and designers in history. <p>Children will continue to use their sketch books to complete a termly piece of work. This will include portraits, landscapes and sculpture. This book will follow them through school and will show their progress when they reach Y6.</p>
<p>Other foundation subjects will have a yearlong key theme. This theme will run for the whole year and children will explore this theme in a range of ways. This will enable the children to really understand this theme in depth and detail rather than just skim the surface.</p>	
<p><u>Geography</u></p> 	<p>Our key theme for geography will be the UK. We will explore in detail the countries and cities of the UK, using the eight compass points to describe their location. We will learn about the rivers and seas of the UK, the counties of the UK in particular Bedlington and use maps and atlases to identify high ground in the UK. We will then explore how the UK has changed over time and look at how London has grown and developed.</p> <p>Throughout the year the children will–</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p><u>History</u></p> 	<p>Our key theme for history will be Art. By focusing on art and sculpture in detail the children will be able to develop their historical skills really focusing on posing questions and exploring what these sources might tell us about the time period.</p> <p>Touching on each time period again across Key Stage Two will allow children to gain a secure knowledge of chronology and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.</p>
<p><u>DT</u></p> 	<p>Our key theme for DT will be structures. Throughout the year the children will learn to design, make and evaluate products related to structures. The children will do this by</p> <ul style="list-style-type: none"> • Designing purposeful, functional, appealing products • Generate, develop, model and communicate their ideas through talking and drawing • Select from and use a range of tools and equipment to perform practical tasks • Select from and use a wide range of materials and components • Explore and evaluate a range of existing products

	Children's models will stay on display so they are able to constantly evaluate their products in order to make them more effective and successful on their next build.
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