



Ridgeway Primary School Year 3 Curriculum Forecast Spring Term

Let There Be Light

Anchoring Question: How is the present shaped by the past?



English

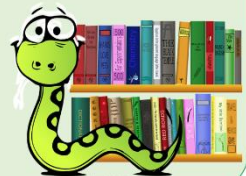
Reading

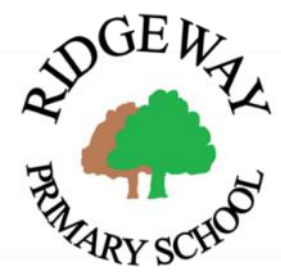
(planned from the National Curriculum 2014)

- Through regular English workshops and group reading activities, we will explore a range of narrative texts and use these to ask questions about vocabulary, discuss inference and develop prediction skills.
- English workshops will also be an opportunity to browse context books, listen to audiobooks, group read, revisit grammar and practise comprehension skills.
- We will continue our daily class reads, with a focus on inference, vocabulary and predictions.
- We will use our context learning to read non-fiction books and retrieve facts about the Romans and Stone, Bronze and Iron Age.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





English

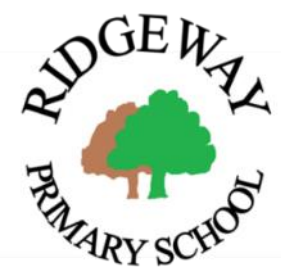
Writing

(planned from the National Curriculum 2014)

- All writing opportunities are designed around stimuli, including fiction/ non fiction books and videos to cover a wide genre of writing. We aim to make writing as cross curricular as possible.
- Writing process: weekly grammar introduced at the beginning of the week, leading into planning of writing, oral rehearsal opportunities and finally writing and editing.
- Regular writing focusing on: setting descriptions, dialogue, writing in role, note making and non-chronological reports. The children will be taught the appropriate layout for each style of writing.
- Weekly differentiated spellings ~ raising awareness of and practising spelling rules ~ to be reinforced at home each week.
- Planning, proof reading, self editing and occasionally publishing
- Developing ability to use grammar, focusing on the use of verbs, adjectives, tenses, sentence structure, speech, adverbs, and different ways of presenting text.
- Regular handwriting practice.

Some examples:

- Using an animation 'The Lighthouse' to develop descriptive writing, focussing on varying sentence structure and length for effect.
- Factual writing about context learning
- Instructional writing – how to make a night light



English

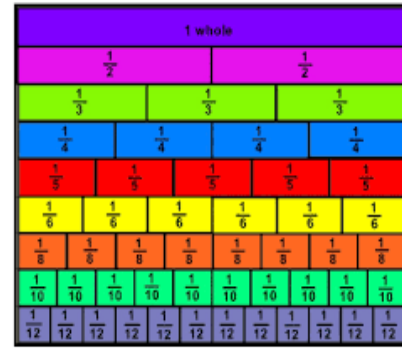
Speaking & Listening

- We will be continuing to build on key skills relating to Speaking and Listening from our Autumn term.
- Children will be given opportunities to engage in class discussions and participate in paired and group conversations relating to the context.
- They will also build on their listening skills and they will be encouraged to take turns sharing ideas relating to all areas of the curriculum.
- Regular class discussions using Picture News to share opinions and learn how to debate.
- Performance poetry



Mathematics

(planned from the National Curriculum 2014)



- We are continuing to focus on developing mental strategies through regular mixed maths sessions.
- The children regularly practise the formal written method of column addition and subtraction with up to 3-digit numbers and exchanging.
- Written method for multiplication (grid method)
- We also focus on developing strategies to be able to check answers using different approaches, including using the inverse or estimating.
- Through problem solving, children will be developing skills in working systematically and logically. They are taught to articulate their thought processes in all maths sessions and to develop their reasoning skills.
- Fractions, time and measurement (length and perimeter).



Science

- Physical Processes – We will be learning about sources of light, the formation of shadows, reflection and how light travels.
- Electricity – We will be learning about simple circuit formation, conduction and insulation.
- Materials and their Properties - we will be exploring transparent, translucent and opaque materials and their uses.
- Practical investigations where possible

Computing

- Learning 'digital expertise' and how to use the internet safely and effectively – recognising what is safe and unsafe, where to flag and report and safe searching
- Using search engines to research and investigate electricity and light.
- Accessing web pages to support other curriculum areas.
- Manipulating images and text to create an informational poster using various Microsoft programmes
- Continue coding and debugging using the Code for Life websites



History

- Developing their chronological knowledge in the context of pre history
- Learn about life in the Stone, Iron and Bronze age: how people lived, used tools and how did the civilisations develop?
- Exploring the Roman Empire - how did it start, why did the Romans invade Britain and what did they ever do for us!?



P.E.

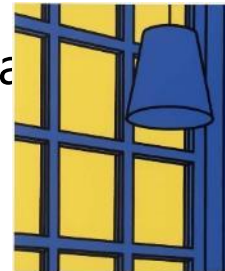


- Developing core strength and creating opportunities to develop basic skills, as well as levels of fitness.
- Daily Mile for stamina and focus
- Basketball/Hockey/Rugby in Games: Continuing to develop basic skills and using these in small game scenarios.

Art and Design



- Continuing to develop key skills in sketching, collage, painting, model making and designing.
- Experimenting with a range of mediums
- Through a range of projects, children will be planning, designing and evaluating their learning and the work of others.
- We will learn about, and be inspired by, famous artists, including Patrick Caulfield.
- Where appropriate making cross curricular links (clay sculptures for Stone Age)
- We will learn about the process of designing a product: thinking through purpose, suitable materials (linking to our Science learning) and evaluating our outcomes
- We will learn how to use tools safely to create products for a purpose





RE

- We will be thinking about the relevance of Easter to Christians around the world.
- Discussing Christianity in relation to the Roman Empire.
- Seeing the relevance of Christianity in our everyday lives.
- Celebrating current festivals and understanding their significance.

French

- We will be learning key vocabulary linked to fruit, vegetables and animals.
- Beginning to look at verbs.

Wellbeing

- We will be learning about what makes a community and sense of belonging.
- Identifying the different types of families and how these can be unique to us.