



Curriculum Information Sheet Spring 1

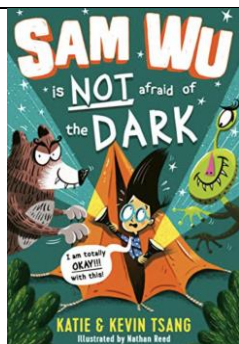
Year3: 3GG Gentle Giraffes and 3KK Kind Kangaroos

January 2025

Dear Year 3 parents/carers,

We hope that you had a restful but festive Christmas and new year! We look forward to seeing everyone again in the new year and back in class!

ENGLISH



Writing Skills:

Performance Poetry (Including poems from other cultures)

The children will learn: Key poetic devices including alliteration, rhyme and repetition. Intonation changes when we speak and perform. Form helps convey the message in poems.

Third person narrative

The children will learn: a range of description devices including metaphors and how to form the third person perspective.



Non-chronological reports






The children will learn: The structure and tone of a non-chronological report. How to use paragraphs to organise information.



Speaking, Listening, and Responding

Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:

- Speak with clear diction, choose words with precision and organise what they say
- Compose sentences for writing using the correct tense
- Adopt the role of different characters and use vocabulary associated with them
- Tell real and imagined stories using the conventions of familiar story language
- Explain ideas and processes using language and gestures appropriately
- Discuss similarities and differences between the different stories
- Interpret illustrations

	<p>Reading</p> <ul style="list-style-type: none">• To find clues in the text and be able to talk about what children think• Sequencing a story and retelling it• Fluency in reading known and unknown texts• To infer and explain thoughts using evidence from the text• Retrieve information from a text• Make links to other themes and conventions <p>Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through a variety of lessons, guided reading sessions and individual reading.</p> <p>Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.</p> <p>Emphasis will continue to be placed on improving children's comprehension skills, particularly their inference skills.</p> <p>Spellings</p> <table><tr><td><p>Block 7</p><p>Concept: Rare GPCs Y2 revisited</p><p>Etymology: mill(e)</p></td><td><p>Block 8</p><p>Concept: Words ending in -tion Y2 revisited</p><p>Etymology: fract</p></td><td><p>Block 9</p><p>Concept: Y3/4 statutory word list</p><p>Etymology: peri</p></td></tr></table>	<p>Block 7</p> <p>Concept: Rare GPCs Y2 revisited</p> <p>Etymology: mill(e)</p>	<p>Block 8</p> <p>Concept: Words ending in -tion Y2 revisited</p> <p>Etymology: fract</p>	<p>Block 9</p> <p>Concept: Y3/4 statutory word list</p> <p>Etymology: peri</p>
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<p>MATHS</p> 	<p>Each week the children will be challenged on the key areas of Year 3 maths. The principal focus is to ensure the children become increasingly fluent with reasoning, concrete, pictorial and abstract knowledge.</p> <p><u>Multiplication and division</u></p> <p>Multiply a 2-digit number by a 1-digit number - with and without exchange</p> <p>Link multiplication and division</p> <p>Divide a 2-digit number by a 1-digit number - no exchange</p> <p>Scaling</p> <p>Reasoning about multiplication</p> <p><u>Length and perimeter</u></p> <p>Measuring in metres, centimetres and millimetres</p> <p>Equivalent lengths</p> <p>Calculating perimeter</p>			
<p>SCIENCE</p> 	<p><u>Light.</u></p> <p>There is an emphasis on asking scientific questions, developing investigative skills, and writing up investigations. For our topic on Light, we will be learning to:</p> <ul style="list-style-type: none">• Recognise that they need light in order to see things and that dark is the absence of light• Notice that light is reflected from surfaces			

	<ul style="list-style-type: none"> • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows changes.
<p>PSHE</p> 	<p>Safety and the changing body</p> <p>In this unit children will:</p> <ul style="list-style-type: none"> • Show an understanding that they must consider their own safety before helping others in an emergency situation. • Understand how to help someone who has been bitten or stung. • Write an email with instructions written using positive language. • Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. • Send an email that describes some of the best ways to avoid being tricked by fake emails.
<p>Computing</p> 	<p>Theme: Continuing with desktop publishing and...</p> <p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>
<p>Art/ DT</p> 	<p>Art - Drawing: Growing artists</p> <p>This unit focuses on teaching children the use of shapes, shading, and texture in art to enhance their drawing skills. It emphasises developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art. Use this unit hub to inform your medium-term plan and to navigate to related resources.</p>
<p>Humanities</p> 	<p>Study counties and regions of the United Kingdom</p> <p>Locational knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
<p>Philosophy Religion and Ethics</p> 	<p>Pupils will learn about the Avatars of Krishna and identify the reason behind each Avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the Srimad Bhagavatam. They will begin to explore the nature of God in the material world, and learn about the difference between the spiritual and material worlds from a Vaishnava perspective.</p> <p><i>Pupils will build on the previous unit, learning about ways to contact the Divine, to explore how Krishna came to the material world in a number of forms and in certain times for a specific reason. Pupils should know that as we call to Krishna through prayer, mantra, and</i></p>

	<i>other religious activities, Krishna also reciprocates by coming to us. This two-way relationship is a core aspect of the Vaishnava tradition and should be made explicit to pupils.</i>
Sanskrit 	<p>Reading & Writing: We will be learning how to join simple vowel signs U and UU to consonants and exploring words which contains these combinations.</p> <p>Conversation: We will be using common nouns for other family members thus increasing our family related vocabulary even further.</p> <p>Storytime: The Thirsty Crow: We will be extending our Vocabulary Bank through Storytime.</p> <p>Scriptural Verse: : Upaniṣad Verse – <i>vāṅ me 1</i> - We will be developing the pronunciation of the target language through verse recitals and understanding their meaning.</p>
Spanish 	<p>Week 1: Kahoot LO: to assess our learning about greetings in Spanish.</p> <p>Week 2: Numbers up to 5 in Spanish LO: to learn numbers up to 5 in Spanish.</p> <p>Week 3: Numbers up to 10 in Spanish LO: to learn numbers up to 10 in Spanish.</p> <p>Week 4: Numbers up to 15 in Spanish LO: to learn numbers up to 15 in Spanish.</p> <p>Week 5: Numbers up to 20 in Spanish LO: to learn numbers up to 20 in Spanish.</p> <p>Week 6: Kahoot (assessment) LO: to assess our learning about numbers up to 20 in Spanish</p>

<p style="text-align: center;">HEALTH & WELLBEING</p> <p>Physical Education – The unit of work will focus on exploring movements and balances in symmetrical and asymmetrical ways. Pupils will create sequences starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying flow.</p> <p>Meditation</p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning. Some meditation techniques will also be taught in yoga class.</p>	<p><u>Yoga</u></p> <p>In Yoga the children of Year 3 learn the postures/aasnas: Trikonasana (triangle), Utkatasana (chair pose), Naukasana (boat) and Paschimotanasa (sitting hand to feet pose). Along with this they will practise sun salutations (Surya Namaskar) which have 10 postures in total</p> <p><u>Music</u></p> <p>Year 3 will be working with a specialist teacher from Harrow Music Service to develop their musical skills.</p> <p><u>Events</u></p> <p>6.1.25- No Pens Day and Buddy Reading 27.1.25- National Story Telling Week and DT week 29.1.25- Chinese New Year assembly TBC- School trip</p>
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Thank you,

Year 3 Team