

# Curriculum Mornings

**Year 3**

18.10.2023

Whittingham Primary Academy



# Year 3 Team

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Staff Member	Role	Class
Ms Roopsha	Class Teacher	Rosen Class
Mr Mohammed	Class Teacher	Bloom Class

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# Key Stage Phase Lead

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Staff Member	Role
Mr Odutolu	Assistant Principal DDSL Curriculum Lead Class Teacher

# School Values

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Character and values are an essential of our schools' hidden curriculum. Each week we focus on a different value that is explicitly taught and modelled to pupils so that they can see, learn and then demonstrate these values in their everyday experience.

This will support pupils to use these values during their time at school but also going beyond the primary school experience .

Creativity

Ambition

Determination

Respect

Enthusiasm

Confidence

# Schemes used to support Teaching and Learning.



We adapt our curriculum and deliver lessons to meet the needs of all of our pupils.

Subject	Scheme
English, Science, History, Geography, Art & Design, DT, RE	United Learning Curriculum
Maths	White Rose Curriculum
Computing	Purple Mash
Music	Charanga
PE	Get set 4 PE
PHSE and RSE	1Decision
MFL	Language Angels

# Overview of the Curriculum

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Out of the Ordinary:	Dinosaur Directory:	Twisted Tales:	Fascinating Facts:	Mood and Atmosphere	Persuasive Pieces:
Maths	White Rose Hub					
Science	Rocks	Light	Living organism	Plants	Forces and Motions	Friction and Magnetism
Geography		United Kingdom		Investigating mountains and volcanoes		Looking at Europe
History	Prehistoric Britain		Ancient Egypt		Ancient Greece	
Art & Design	Cave paintings		Sculpture (Canopic jars)		Portraits	
D.T.		Free standing structures		Mechanisms and Control		Cooking and Nutrition
P.E.	Fundamentals Ball skills	Gymnastics Golf	Rounders Yoga	Cricket Athletics	Dance Fitness	Netball Tennis
Computing	Coding	Online safety	Touch Typing	Email	Branching	Simulations
Music	Let Your Spirit Fly	Spreadsheets			Databases	Graphing
		Glockenspiel Stage1/Winter Performances	Three Little Birds	The Dragon Song/Spring Performances	Bringing Us Together	Reflect, Rewind and Replay
R.E.	What does it mean to be a Christian in Britain today? (part 1)	What does it mean to be a Hindu in Britain today? (part 1)	Why is the Bible so important for Christians today?	Why are festivals important to religious communities?	What do different people believe about God?	Why do people pray?
PSHCE and RSE	Caring Friendships	Touch	Online Safety	Making friends online	People Who Care for Me	Grief
		Relationships		Computer safety	Basic First Aid	Feelings and emotion
Foreign Languages	Phonics I'm Learning Spanish	Seasons	Musical instruments	Fruits and vegetables	Ice-Creams	Little Red Riding Hood or Ancient Britain

## United Curriculum: History



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<b>Marvellous Me &amp; Look at Me</b> [Aut1]  Talking about family members and family routines, and exploring how children have changed since they were babies	<b>Me and my world</b> [Aut1] Talking about different family members and their roles in more depth  <b>My heroes</b> [Aut1] Comparing heroic characters from the past and present	<b>My family history</b> [Aut 2]  An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory	<b>Local history: community &amp; family</b>  Using primary and secondary sources to learn how our local community has changed over time.	<b>European history: Prehistoric Britain</b> [Aut 2]  How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age	<b>North American history: Ancient Maya</b>  Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians	<b>European history: Ancient Rome</b>  The development of the Roman Empire, how it changed over time, and how these changes affected people differently	<b>European history: Settlement by Anglo-Saxons</b> [Aut 1]  Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons
Spring	<b>On the move</b> [Spr1]  Exploring occupations related to transport  <b>On the farm</b> [Spr2]  Exploring occupations related to farming	<b>Castles, knights and dragons</b> [Spr1]  Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens	<b>How did people travel in the past?</b>  The development of transport by land, sea, air and space and the roles of key individuals	<b>Great Fire of London</b> [Spr 2]  Life in London 1660s, and the causes and effects of the Great Fire of London	<b>African history: Ancient Egypt</b>  The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire	<b>Asian history: Early Islamic Civilisation</b>  The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology	<b>European history: Roman Empire in Britain</b>  The Roman conquest of Britain, and how the Romans maintained power in Britannia	<b>European history: Viking age</b> [Spr 2]  Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation
Summer		<b>Where we live</b> [Sum1]  Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults	<b>Where did people live in the past?</b>  How homes looked different in the past, using pictures and videos	<b>Comparison of explorers</b>  The similarities and differences between the lives of Sacagawea and Michael Collins	<b>European history: Ancient Greece</b> [Sum 2]  The contributions made by the city-states of Ancient Greece, and how these influence our lives today	<b>European history: Local History</b>  Why is [X] famous today?  How has [local feature] been important in our community?  How has migration shaped our	<b>Global history: Quest for knowledge</b> [Sum 2]  An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge	<b>Global history: Power, empire and democracy</b>  A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today





## United Curriculum: Geography



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<b>Marvellous Me / Look at Me</b> The house and street I live on  <b>It's getting cold / Bears</b> Weather and habitats around the world  <b>Polar express / Special days</b> Polar habitats		<b>Here I am</b> <b>[Aut 1]</b> Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	<b>Mini Mappers</b> Studying the human and physical geography of the local area with an introduction to scale and fieldwork	<b>United Kingdom</b> <b>[Aut 1]</b> Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region	<b>Brazil</b> Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements	<b>Investigating world trade</b> Understanding the distribution of the world's natural resources and these are traded between places across the world	<b>Improving the environment</b> <b>[Aut 2]</b> Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment
Spring		<b>Spring in our step</b> Weather and wildlife in winter and spring	<b>Where we are</b> Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	<b>Hot and cold deserts</b> <b>[Spr 1]</b> Locating hot and cold deserts, and identifying common physical and human features	<b>Investigating mountains and volcanoes</b> Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	<b>Tropical rainforests</b> Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)	<b>Investigating water</b> Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn	<b>On the move</b> <b>[Spr 1]</b> Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK
Summer	<b>All creatures great and small 1 / 2</b> Animals that live in grassland and tropical rainforest habitats, and locating these on a globe	<b>Where we live</b> Picture maps and plan views, simple human and physical features  <b>Science detectives</b> Comparing our community with settlements in Kenya	<b>There you are</b> Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	<b>Rivers, seas and oceans</b> Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas	<b>Looking at Europe</b> <b>[Sum 1]</b> Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas	<b>Earthquakes and human settlements</b> Understanding why earthquakes take place and what effects they had in Haiti and Japan	<b>Climate across the world</b> <b>[Sum 1]</b> Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming	<b>I am a geographer</b> Posing questions, completing fieldwork and presenting a geographical investigation



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<b>I Am An Artist [Aut1]</b> Introducing sketchbooks, experimenting with mark-making and learning about primary colours.  <b>Paul Klee</b> <b>Piet Mondrian</b> <b>Wassily Kandinsky</b>	<b>Our School [Aut1]</b> Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking.  <b>Zaha Hadid</b> <b>The Boyle Family</b>	<b>Why Do We Make Art? [Aut2]</b> Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. <b>Satoshi Kitamura</b> <b>Pablo Picasso</b> <b>History</b>	<b>Pattern &amp; Pumpkins [Aut1]</b> Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap.  <b>Yayoi Kusama</b>	<b>Illustration &amp; Narrative Art [Aut1]</b> Developing a visual response to a text, creating digital art. <b>Raphael, Leonardo, Michelangelo</b> <b>Marjane Satrapi, Mel Treginning</b> <b>English</b>	<b>Recycled Materials Installation [Aut2]</b> Using plastic waste to create an installation. <b>Ifeoma Anyaeji</b> <b>Serge Attukwei Clottey</b> <b>Veronika Richterová</b> <b>Katharine Harvey</b> <b>Geography, Science</b>
Spring	<b>Paper Sculpture</b> Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light.  <b>Charles McGee</b>	<b>Colour and Tone [Spr1]</b> Looking at tints, tones and shades in <i>The King Who Banned the Dark</i> and Picasso's paintings from his Blue Period.  <b>Emily Haworth-Booth</b> <b>Pablo Picasso</b> <b>English</b>	<b>Clay Fairy Tales</b> Using clay to produce a collaborative visual representation of a fairy tale crime.  <b>Anthony Browne</b> <b>Quentin Blake</b> <b>English</b>	<b>Watercolour Tropical Rainforest</b>  Exploring use of watercolours to create a collaged response to the work of artists studied. <b>Abel Rodriguez</b> <b>Henri Rousseau</b> <b>Henri Matisse</b> <b>Geography</b>	<b>Journeys [Spr1]</b> Looking at <i>Shackleton's Journey</i> and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes.  <b>Richard Long, Frida Kahlo, Lubaina Himid</b> <b>English</b>	<b>Displacement / Challenges [Spr2]</b> Looking at the work of artists who have been refugees or have produced art in different circumstances. <b>Pissarro, Wiltshire, Schwitters, Kerr</b> <b>Geography</b>
Summer	<b>The Natural World</b> Drawing from observation, printmaking using leaves and introducing secondary colours.  <b>Leonardo Da Vinci</b> <b>Claude Monet</b> <b>Frances Hatch</b>	<b>Painting Water</b> Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. <b>Katsushika Hokusai</b> <b>David Hockney</b> <b>Claude Monet</b> <b>Geography</b>	<b>Mythology [Sum2]</b> Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. <b>Raphael</b> <b>Van Gogh</b> <b>Frank Auerbach, Chris Ofili</b> <b>History</b>	<b>My Favourite Things [Sum1]</b> Looking at objects from the British Museum using <i>This or That</i> by Goodhart. Drawing a still life based on personal possessions.  <b>Pippa Goodhart</b> <b>Joseph Cornell</b> <b>English</b>	<b>Pattern &amp; Sculpture</b> Using origami to create bird sculptures out of printed designs exploring pattern and the natural world.  <b>Mark Hearld</b> <b>Jackie Morris</b>	<b>Art &amp; Identity [Sum2]</b> Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. <b>Yinka Shonibare</b> <b>Sonia Boyce</b> <b>[History]</b>

## United Curriculum: Science



	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>It's getting cold outside / Bears</b> Weather where we live, habitats where bears live		<b>BIOLOGY</b> <b>Plants</b> Identifying and naming common plants and describing basic structures	<b>BIOLOGY</b> <b>Plant growth</b> Plants grow from seeds, and require water, light and a suitable temperature	<b>CHEMISTRY</b> <b>Rocks</b> Comparisons of types of rocks and how fossils are formed	<b>BIOLOGY</b> <b>Classifying organisms</b> Introduction to classifying animals and their environment	<b>CHEMISTRY</b> <b>Separating mixtures</b> Identifying and separating mixtures; reversible and non-reversible changes	<b>PHYSICS</b> <b>Electricity</b> Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	<b>Polar express / Special days</b> Melting and freezing; natural and artificial materials		<b>BIOLOGY / PHYSICS</b> <b>Seasonal changes</b> Observing changes across four seasons and describing associated weather	<b>BIOLOGY</b> <b>Needs of animals</b> Animals need water, food and air to survive and to have offspring	<b>PHYSICS</b> <b>Light</b> Relationship between light and how we see; the formation of shadows	<b>BIOLOGY</b> <b>Food &amp; digestion</b> The human digestive system and simple food chains	<b>BIO / CHEM / PHYSICS</b> <b>Energy</b> Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	<b>BIOLOGY</b> <b>Evolution</b> Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	<b>On the Move / Toys</b> Exploring pushes, pulls and magnets		<b>CHEMISTRY</b> <b>Everyday materials</b> Distinguishing objects from their material, and describing simple properties	<b>CHEMISTRY</b> <b>Uses of materials</b> Comparisons of an object's material with its use; impact of bending, twisting on solid objects	<b>BIOLOGY</b> <b>Organisms</b> The role of muscles and skeletons; the importance of nutrients	<b>CHEMISTRY</b> <b>Particle model and states of matter</b> States of matter in relation to particle arrangement	<b>BIOLOGY</b> <b>Life cycles</b> Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	<b>PHYSICS</b> <b>Light</b> How light travels and is reflected, and how this allows us to see
Spring 2	<b>On the Farm / Food Glorious Food</b> Life cycles of farm animals and plants	<b>Spring in our step</b> Wildlife and weather in spring and winter; habitats around our school	<b>Consolidation and review</b>	<b>BIOLOGY</b> <b>Living things &amp; habitats</b> Introduction to habitats, micro-habitats, and simple food chains	<b>BIOLOGY</b> <b>Plants</b> Features of flowering plants and what they need to survive	<b>PHYSICS</b> <b>Sounds</b> Relationship between strength of vibrations and volume of sound	<b>BIOLOGY</b> <b>Human development</b> Human development to old age	<b>BIOLOGY</b> <b>Further classification</b> Further classification of organisms based on characteristics
Summer 1	<b>Once upon a time 1 / 2</b> Properties of materials and exploring mixtures		<b>BIOLOGY</b> <b>Animals</b> Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	<b>CHEMISTRY</b> <b>Solids, liquids and gases</b> How the same substances can exist as solids, liquids and gases	<b>PHYSICS</b> <b>Forces &amp; motion</b> Introducing pushes and pulls; opposing forces, and balanced forces	<b>PHYSICS</b> <b>Electricity</b> Simple series circuits	<b>PHYSICS</b> <b>Forces</b> Gravity, air and water resistance and friction; introduction to pulleys	<b>BIOLOGY</b> <b>Functions of the human body</b> Human circulatory system; transport of nutrients within the body
Summer 2	<b>All creatures great and small 1 / 2</b> Life cycles of animals in trop. rainforests, sea, and grasslands	<b>Science detectives</b> Properties of materials and habitats around the world	<b>BIOLOGY</b> <b>Humans</b> Human body parts and senses	<b>Consolidation and review</b>	<b>PHYSICS</b> <b>Magnetism</b> Contact and non-contact forces, including friction and magnetism	<b>CHEMISTRY</b> <b>Properties of materials</b> Considering physical and chemical properties	<b>PHYSICS</b> <b>Earth and space</b> Movements of planets and the Moon, and relationship to day and night	<b>CHEMISTRY</b> <b>Physical and chemical changes</b> Identifying physical and chemical changes

# Physical Education

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- Bloom has PE on Tuesday and Friday.
- Rosen has PE on Monday and Tuesday.
- PE lessons will take place in the large hall or the playground.
- Pupils receive two lessons weekly, one skills based and the other games based.



Get Set 4  
Education



**Get Set 4 PE**

# Spanish

- In KS2 (years 3-6) Spanish will be taught by Mrs Torner who is a qualified teacher and a native Spanish speaker with pupils will receive weekly lessons.
- The four key language learning skills; listening, speaking, reading and writing will be taught with all necessary grammar covered in an age-appropriate way across the primary phase

KS2 Unit Planner

	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>				
Half Term 1	Phonetics lesson 1 (C) & I'm Learning spanish (E)	Phonetics lesson 2 (C) & Presenting Myself (I)	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Phonetics lesson 4 (C) & At School (P)
Half Term 2	Seasons (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)
<b>Spring Term</b>				
Half Term 1	Musical Instruments (E)	Goldilocks or Tudors (I)	The Weather (I)	The Weekend (P)
Half Term 2	Fruits or Vegetables (E)	Habitats (I)	Habitats or Romans (I)	World War II, Habitats or Planets (P)
<b>Summer Term</b>				
Half Term 1	Ice-Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
Half Term 2	Little Red Riding Hood or Ancient Britain (E)	My Home (I)	Clothes (I)	Me In The World (P)



# SRE in Year 3



1decision resource	Keeping/Staying Safe			Keeping/Staying Healthy		Relationships		Being Responsible		Feelings and Emotions		Computer Safety			Fire Safety
Great teaching	Staying Safe	Leaning Out of Windows	Assessment Summative	Medicine	Assessment Summative	Touch	Assessment Summative	Stealing	Assessment Summative	Grief	Assessment Summative	Making Friends Online	Computer Safety Documentary	Assessment Summative	A stand-alone unit looking at the work of the fire service in the community
Great learning	<p>Who keeps us safe? Staying safe video – should James go with someone he does not know How to keep self-safe in range of scenarios</p> <p>Understanding of hazards in the home and outside How to react to hazards Understanding of warning signs</p> <p>Consideration of combined elements of 3-year study. What is safe? You may also consider a visit to a Hazard unit here: <a href="http://www.safetycentre.co.uk/">http://www.safetycentre.co.uk/</a></p>			<p>Know, understand and be able to practise simple safety rules about medicine. Know who we can accept medicine from</p> <p>Consideration of combined elements of 3-year study. What is healthy and unhealthy?</p>		<p>Understand the difference between appropriate and inappropriate touch Understand personal boundaries Consideration of combined elements of 3-year study.</p> <p>How can we talk about things worrying us? Who can we talk to? <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule</a></p>		<p>Be able to describe how you might feel if something is borrowed and not returned Know why it is wrong to steal</p> <p>Consideration of combined elements of 3-year study. Consequences quiz</p>		<p>Be able to recognise and name emotions and their physical effects of grief Learn a range of coping skills</p> <p>Consideration of combined elements of 3 year study. What feelings do you know? How can you manage these feelings? How can you recognise them?</p> <p><b>English reading:</b> It's Ok That You're Not Ok: Meeting Grief and Loss in a Culture That Doesn't Understand by Megan Devine</p>		<p>Be able to identify possible dangers and consequences of talking to strangers online Know how to keep safe in online chatrooms</p> <p>A range of activities designed to support computer safety designed and created by the class. Golden rules, computer safety workbook, computer safety documentary</p> <p>Consideration of combined elements of 3-year study. Computer safety</p>			<p>Who can help keep us safe? When and why should we call 999? Know what a hoax call is Petty Arson – understand the danger of fire Texting while driving – how can drivers be distracted Understand safe and unsafe choices.</p>

# Maths

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- **Number & Place Value**

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas.

- **Addition & Subtraction**

- add and subtract numbers mentally, including:
  1. a three-digit number and 1s
  2. a three-digit number and 10s
  3. a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.



# Maths

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## Multiplication & Division

- 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.

## Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above.



# Maths

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- **Measurement**
- convert between different units of metric measure
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- estimate volume and capacity
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure using decimal notation including scaling.
- **Properties of Shape**
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees (°)
- **identify:**
- angles at a point and 1 whole turn (total 360°)
- angles at a point on a straight line and half a turn (total 180°)
- other multiples of 90°
- use the properties of rectangles to deduce related facts and find missing lengths and angles
- distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- **Statistics**
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

# English - Writing

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In Year 3 (age 7–8), your child will work towards being able to:

- **Plan their writing by:**
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - Discussing and recording their ideas.
- **Draft and write by:**
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - Organising paragraphs around a theme
  - In narratives, creating settings, characters and plot
  - In non-narrative material, using simple organisational devices (for example, headings and sub-headings).
- **Evaluate and edit by:**
  - Assessing the effectiveness of their own and others' writing and suggesting improvements
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.

# English - Grammar

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In Year 3, your child will learn to:

- Use a and an correctly, for example 'a rock', 'an ice-cream'
- Use conjunctions to talk about time, place and cause, for example, 'I went to play football after I finished dinner' (time), 'I asked him to move so I could see the sign' (cause) or 'I went back to the chair where I left my coat' (place)
- Use adverbs to talk about time, place and cause, for example, 'I'll tidy my bedroom tomorrow' (time), 'The man waited outside' (place), 'The bus broke down therefore I was late' (cause)
- Use prepositions to talk about time, place and cause, for example, 'We met at 2pm' (time), 'The school was next to the shops' (place) or 'We ran home because of the rain' (cause)
- Put sentences together into paragraphs
- Use heading and subheadings in non-fiction texts
- Use the present perfect form of verbs, for example, 'Bella has lost her keys' or 'I have lived in London for fifteen years' to talk about events that started in the past and are still happening
- Use inverted commas for speech

# Reading Journal Expectations

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- To help support pupils at home please ensure that they read each night with you.
- **Learning to read**  
Teaching our children to read will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances.  
Being able to decode a text alone though is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop.
- **Reading at home and reading for pleasure**  
Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.
- Reading for just 20 minutes a day = 1.8 million words a year!

# Reading Journal Expectations

- Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.
- Reading records**  
Every child is provided with a reading record to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read this indicates to teaching staff that the child is ready for new books to be sent home.

	Daily
Nursery	Be read to by an adult at home
Reception	Be read to by an adult at home and Reading for 5 minutes
Year 1	Reading for 10 minutes
Year 2	Reading for 10 minutes
Year 3	Reading for 15 minutes
Year 4	Reading for 20 minutes
Year 5	Reading for 20 minutes everyday
Year 6	Reading for 20 minutes everyday

# Curriculum Weeks – Whittingham Masterchef

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- This will involve the students learning different skills and eventually be able to cook a meal for themselves. This will incorporate, English, maths, science and DT.



MasterChef



# Educational Visits

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- All year groups have planned their educational visits for each term and are in the process of booking these visits.



# Social media

**Mrs Romuzga** @MrsRomuzgaWHA · 13h

Coelho had a great time taking part in African dance workshop. Thank you  
[@MissAleynaWHA](#) [@MrOdutolu](#)



Whittingham Primary Academy and Courtney Thompson



**Courtney Thompson** @MissThompsonWHA · 6h

Parents and carers, don't forget the deadline for pupil submissions for the  
[@UnitedLearning](#) Christmas Card competition is Monday 17th at 9am! The  
competition is open to all children and further information can be found in  
the letter sent to you on October 4th. [@WhittinghamWHA](#)



# Homework

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- In Autumn 2, pupils will receive a grid of homework tasks which will be set every half term. It will include with many opportunities to choose different tasks linked to our school curriculum and each task/s can be completed weekly.
- This will be shared and celebrated with their peers in class where they will have the opportunity to discuss what they have learned at home and how it connects to what they've learned in class.

# Parental Support

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- Partnership with parents and carers is vital.
- From Autumn 2, we will have:
  - Weekly reading mornings
  - Additional workshops with varied topics across the curriculum
- This will support you and your child to know what the provision in school looks like and further support you to help your child at home.

# Partnership with Parents

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- Key to successful time in school:
- Parents evenings
- Reports
- Sharing information
- Working together



# Expectations

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- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Children wear correct PE kit
- Children read for 15 minutes each day at home
- Parents write a comment in reading books as this will be monitored
- Children display high standards of behaviour around the school



# Question Time ...

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