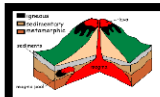
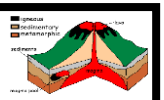
Orleans Primary School – Year 3 – Spring 1

SCIENCE

Rocks, Soils and Fossils

Through this unit, children should come to recognise that underneath all surfaces is rock, which they may not be able to see. They will learn that rocks get broken down into pebbles and soils, and that there are different sorts of rock with different characteristics. They will explore how fossils are formed and the different types. They will recognise when a test or comparison is unfair, measure time and volume of water carefully, and say what their experiments and investigations show.

SPELLINGS AND READING

Spelling will continue to be taught through the Read Write Inc spelling scheme. Children need to have their Log Book in school each day and will write down any words that they spell incorrectly during Monday's lesson. On Tuesday, the children will bring home the new words that they have chosen to learn.

Children should read for a minimum of **15 mins** at home every night (try library books, newspapers or comics as well as scheme books).

PLEASE BRING READING DIARIES TO SCHOOL EVERY DAY.

HISTORY

What is the secret of the standing stones? (Bronze Age Britain)

This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. The enquiry also enables pupils to reflect upon the reasons why Bronze Age people may have constructed the large number of stone monuments that still exist in many parts of the country.

ART

We will be exploring the world of pre-historic art by learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past.

FRENCH

Ancient Britain - Building upon our knowledge of the Stone and Bronze Ages in Britain, will look at how to say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit.

PSHE

Being a Responsible Citizen. To understand that a diverse range of people make up our community and the importance of respecting equality.

COMPUTING

We will be developing the children's use of coding. They will use sequence, selection, and repetition in programs and use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

PE

This term, we will be learning the skills required for tennis and fitness training during our outdoor PE sessions.

For our indoor PE sessions, we will be practising and exploring yoga and golf.

Key Instant Recall Facts

I can recall facts about durations of time.

TIMES TABLES

Please continue to support your child in learning their times tables.

We would hope that by the end of Year 3, they will know their 2, 5, 10, 3, 4, 8 and hopefully 6's too.

MUSIC

This term the children will be having their wider opportunities violin lessons with teachers from the Richmond Music Trust. They will also be learning about orchestral and non-orchestral string instruments.

Foxglove Class

RE

They will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. They will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.

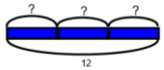
HOME LEARNING - SET ON TUESDAYS - IN ON MONDAYS

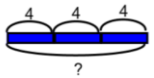
Orleans Primary School – Spring 1 – Curriculum Overview

MATHS

Length and Perimeter

- Measure lengths to the nearest centimetre or to the nearest millimetre
- Measure and draw lines of a given length in mixed units (cm and mm)
- Use prior knowledge to estimate length
- Understand and calculate the perimeters of 2-D shapes in centimetres or millimetres
- Calculate the perimeters of 2-D shapes in mixed units (cm and mm)
- Measure and compare lengths in mixed units (m and cm)
- Calculate perimeters of 2-D shapes in metres and centimetres
- Apply knowledge of length to solve problems and develop reasoning skills



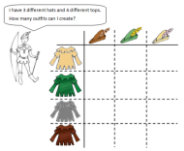


Multiplication and Division

- To understand that multiplication is commutative
- To understand the inverse relationship between multiplication and division
- To use the inverse relationship to solve missing number problems
- To recall and use multiplication and division facts for two, three, four, five and ten
- To solve division problems using factors and multiples
- To solve correspondence problems
- To recall and use multiplication facts for three and four to find multiplication facts for six and eight by doubling
- To calculate ten times greater and relate this to place value
- To solve multiplication and division problems in the context of measure

Deriving multiplication and division facts

- To understand that different multiplication strategies will give the same product and can be independent of contexts.
- To be able to multiply numbers by 10 and 100 using 'times greater'
- To know that adjacent place value columns are ten time greater in value
- To be able to divide multiples of 10 and 100 by 10
- To be able to multiply and divide by 10 and 100
- To understand that using grouping or sharing to divide gives the same result as 'times smaller'
- To derive further facts from known multiplication facts
- To multiply a 2-digit number by 3, 4, or 5 (no regrouping and with)
- To be able to solve multiplication word problems
- To divide a number by 2, 3, 4 or 5 without regrouping
- To represent and solve multiplication and division word problems using bar models
- To identify calculations and solve problems by using bar models to represent the relationship between known and unknown values



ENGLISH

We will be studying a non-fiction text.

Overall aims of teaching sequence

- To explore an information text in depth
- To come to know a complex history through talk, reading, writing, drawing and drama
- To present understandings in writing, drawing and performance

Writing Outcomes

- Poetry
- Story maps
- Fact files
- Instructions
- Writing in role
- Narrative descriptions
- Book making
- Diary entry