

Overview of Learning for Year 3

Term 1, Weeks 7-9

	Reading	Writing	Spelling	Maths
Week 7 11 - 15 March	<p style="text-align: center;">Making connections</p> <p>To make text to text, text to self and text to world connections while reading.</p> <p><i>E.g. Thelma the unicorn reminds me of when I had a friend that made me feel better when I was upset.</i></p>	<p style="text-align: center;">Descriptive writing</p> <p>To create a paragraph of writing that describes a person, place or thing using a range of adjectives and 'WOW' words.</p> <p><i>E.g. The enormous wolf snapped his sharp, pointy teeth as he saw his dinner slowly pass by.</i></p>	<p style="text-align: center;">If the y is a graph - drop the y and add ies</p> <p><i>E.g. pony, ponies, berry, berries.</i></p>	<p style="text-align: center;">Interpreting and comparing data</p> <p>To create a bar graph and interpret the data on it. To compare different graphs.</p> <p><i>E.g. Creating a bar graph that includes a title, scale, labelled axis and a key.</i> <i>E.g Explaining why one graph is easier to read than another.</i></p>
Week 8 18 - 22 March	<p style="text-align: center;">Summarising</p> <p>To summarise a familiar text and include only the important information.</p> <p><i>E.g. Including the title, beginning, problem and solution of a familiar book.</i></p>	<p style="text-align: center;">Summarising</p> <p>To write a summary of a familiar text, including only the important information.</p> <p><i>E.g. Including the title, beginning, problem and solution of a familiar book in my written summary.</i></p>	<p style="text-align: center;">Contractions</p> <p><i>E.g. I am, I'm, do not, don't.</i></p>	<p style="text-align: center;">Shape</p> <p>To make models of three-dimensional objects from a net and describe their key features.</p> <p><i>E.g Counting the number of edges and vertices a 3D shape has.</i></p>
Week 9 25 - 28 March	<p style="text-align: center;">Authors message</p> <p>To identify the author's message in a range of books.</p> <p><i>E.g. The author's message of 'The Boy Who Cried Wolf' is to not tell lies.</i></p>	<p style="text-align: center;">VCOP focus</p> <p>To uplevel a range of sentences, focusing on vocabulary, connectives, openers and punctuation, to make them more interesting.</p> <p><i>E.g. Uplevelling the sentence 'the boy was scared of the wolf'.</i></p>	<p style="text-align: center;">Words ending in f or fe - drop the f or fe and add ves</p> <p><i>E.g. leaf, leaves, loaf, loaves.</i></p>	<p style="text-align: center;">Division</p> <p>To use an array or repeated subtraction to solve division problems.</p> <p><i>E.g. 10 divided by 5 is the same as 10 - 5 - 5.</i></p>

Overview of Learning for Year 3 for our Specialist Classes Term 1, Weeks 7-9

STEM	Cultural Studies	Music	PE	Art
<p>After exploring the brain, Year 3 students will look at some of the other major organs within our body such as the heart and lungs.</p> <p>They will look at the features of these organs, complete some research and present their findings in creative ways.</p>	<p>This term, Year 3 students will broaden their knowledge of a variety of world cultures and celebrations.</p> <p>Students will focus on Nowruz (Persian New Year) and Holi. They will be encouraged to share their thoughts and questions with each other and listen respectfully to the views and experiences of their classmates.</p>	<p>Year 3 students will continue to learn new chords and develop their ability to fluently change between these chords on the keyboard.</p> <p>Students will also consolidate their ability to read a chord chart and play along with simple songs using backing tracks.</p>	<p>Year 3 students will be introduced to the major sport of golf and learn the skills of putting, chipping and pitching using different golf clubs.</p> <p>In these lessons, students will work in pairs, small groups and teams and will be encouraged to demonstrate cooperation, teamwork and good sportsmanship.</p>	<p>Year 3 students will continue to work collaboratively in the Art Room, demonstrating cooperative behaviours and adhering to the rules and expectations.</p> <p>Students will explore making marks with oil pastels, learning to blend colours to create smooth gradients. Students will also be introduced to grid drawing as a technique to enlarge a drawn image.</p>