

St. Bartholomew's School

Year Three



'Believe, Achieve, Succeed'

This is a very brief overview of the whole year. Please check Class Dojo where regular updates are posted about learning in school.

Maths

Autumn

Number: Place value, addition and subtraction, multiplication and division. By the end of year 3 all children must know their, 3,4 and 8 multiplication tables

Spring

Number: multiplication and division, measurement: money, statistics, length and perimeter. Number: Fractions

Summer

Number: Fractions, measurement: Time. Geometry: properties of shape. Measurement: Mass and capacity

RE

What does it mean to live as a Jew?

Remembrance

How Do Art and Music Convey Christmas?

The Bible's Big Story, Do fame and faith go together?

Who Is The Most Significant Person In The Easter Story?

What do the miracles of Jesus teach?

What does it mean to be a Hindu?

Computing

Visual block coding: selection, and repetition in programs; work with variables and various forms of input and output.

Select, use and combine a variety of software on a range of digital devices to design and create content that accomplish given goals,

Collect, analyse, evaluate and present data and information.

Developing curiosity by opening our children's minds to a limitless world of possibilities.

Autumn

Who were the Pharaohs?

Spring

How did the Victorians live?

Summer

A walk down the Ganges and the Thames

English

Formation of nouns using a range of prefixes [for example *super-*, *anti-*, *auto*]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, *a* rock, *an* open box]

Word families based on common words, showing how words are related in form and meaning [for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*]

Expressing time, place and cause using conjunctions [for example, *when*, *before*, *after*, *while*, *so*, *because*], adverbs [for example, *then*, *next*, *soon*, *therefore*], or prepositions [for example, *before*, *after*, *during*, *in*, *because of*]

Introduction to paragraphs as a way to group related material Headings and sub headings to aid presentation

Use of the present perfect form of verbs instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

An introduction to inverted commas to punctuate direct speech

Science

Beneath your skin, Teeth and Healthy eating, Environmental science

Forces and Magnets, Humans

Plants

Light and dark

The complete National Curriculum can be found at:

<https://www.gov.uk/government/collections/national-curriculum>

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History and Geography

The geography of Egypt

The Ancient Egyptians, Lives of the Pharaohs

The Nile

To learn about all aspects of life during Victorian times.

To compare similarities and differences between schools today and schools in the past, using a range of evidence

The geography of India

Comparing The Thames to The Ganges

Music

Pulse and rhythm

Recycled instruments

Bollywood

PSHE

Autumn

Online safety including British Values, Identity society and equality, Human rights, Family History, Keeping safe and managing risk, Anti-bullying see it say it stop it

Change starts with us, Lifesavers - financial education

Spring

First Aid, Physical health and wellbeing, What helps me choose, Mental health and emotional wellbeing, Strengths and challenges Drug alcohol and tobacco education, tobacco is a drug

Summer

Health and prevention. Transition to year 4

Books: *The Time Travelling Cat*, *The Scarab's Secret*, *Oliver Twist*, *Hetty Feather*, *Grandpa Chatterji*, *The Paperbag Prince*

PE

Spatial awareness

Egyptian dance

Team building games

Art & DT

Studying the work of David Roberts, Tomb paintings, Making a Canopic jar, Mummy making, Making a Scarab Beetle

William Morris, Pissarro, Victorian toys, Victorian textiles

Studying the work of S. H.Raza- Composition Geometrique

Creating Rangoli, Upcycling, Food Technology

How can you Support your child at home?

When reading stories, good readers are always thinking ahead to start to work out what might happen next. You can help your child become better at this by asking key questions such as: *'I wonder if ... will happen? Who do you think will...?'*

Your child may be asked to investigate a topic or find answers to questions set in class. You can help them with their research skills by talking about where to look to find the answers, although you may need to remind them to look in books and use the library as well as the internet.

When you are out and about together, try playing simple verbal maths games. Spot a number plate and think of a calculation using those numbers. Ask the other person to work it out, or tell them the answer and see if they can work out the calculation.

Cake, pizza, or any foods with a regular shape can help children understand what fractions are and how they work. Ask your child questions like, 'If I cut our cake into 8 pieces, what fraction will each piece be?'

Please continue to regularly update your child's reading record and encourage them to read independently for at least 20 minutes a day.