

English

Reading - Key texts -Roald Dahl *Charlie and the Chocolate Factory*

Developing pleasure and motivation to read. Word reading and comprehension skills through class texts and reading sessions. Phonic knowledge extended, blending and reading common sight words quickly. Re-reading books to build up fluency and confidence. Dictionary used to check meaning. Discussing texts and drawing inferences. Choosing own texts and sustained reading for pleasure.

Understanding the features of non-fiction information texts. Persuasive writing adverts.

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Non Fiction: Speeches, Persuasive writing.

Narrative: Revolting Recipes discuss and record ideas. Participate

Spelling: No Nonsense spelling Scheme of work followed weekly. 3x weekly word of the day.

National Curriculum spellings for Year 3.

Grammar: Linked to the National Curriculum requirements for Year 3.

Handwriting: Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation in all written work.

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

Games: Bench ball /Netball

- Developing ball control: dribbling and passing skills
- Practise shooting/scoring skills
- Developing teamwork
- Changing direction and speed and improving awareness of other players and space

Gymnastics: Balances

- Developing dance actions with greater control and fluency and will explore and choose movements appropriate to the space theme
- Creating and performing a routine of given point balances.

French

Value speaking with confidence and fluency in French using Rigolo- learning Christmas song

- Christmas carols in French
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Religious Education

(According to Warwickshire agreed syllabus)

Learning through thoughts, feelings and experiences about and from religions

- **Key Question: Christianity and Buddhism**
- Looking at **Christianity** explore the ways in which religions name and describe the attributes of God and how stories and texts portray this.
- What is Buddhism?
- Examine similarities and differences between these views, beginning to reflect on their own ideas about God

Art

Developing creativity using a variety of materials within the following contexts:

- Create own cupcake designs with shape poetry.
- Designing our own chocolate factory with machinery.
- Designing new chocolate bars.
- Creating Christmas art in December
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Maths

Developing confidence and mental fluency with whole numbers, counting and place value. Using accurate mathematical vocabulary linked to shape and measures etc.

Addition and subtraction - formal column methods

Multiplication- 4x 6x and 7,8x tables. Weekly mental games and practice, and weekly test. Arrays and inverses. Multiplication using formal methods.

Division facts linked to times tables and begin formal recording. Division with remainders.

Fractions- Finding tenths, connecting tenths to decimal measures and division by 10.

To find fractions of a set of objects and quantities.

To recognise and show equivalent fractions.

To find fractions by repeated halving.

Recognise pairs of fractions that add up to 1

Cross-curricular links:

Using money to buy ingredients.

Measuring and weighing ingredients for recipes and cooking lessons.

Scrumdidlyumpcious

Term -Aut 2 2018

Year 3 Mrs Ingate

Music

Poetry

Children explore rhythm through poetry using voices, body percussion, instruments and movement to create their own expressive performances.

Learning to sing A world of Imagination.

Exploring pitch and pentatonic melodies. Developing confidence in responding to pitch and keeping on in time.

Practising feed the world with macaron

PSHE

Citizenship - Rules and Rights

- develop an appreciation of why we need rules and laws, and how they help us
- Democracy- parliament

Citizenship - Understanding and Practising Democracy

- exploring the extent that they may be involved in democratic decision-making in their school and to practising the skills which will enable them to participate more fully
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British Values

Developing an understanding of fundamental British values

Throughout the curriculum we will seek to promote the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Focus on the rule of law and balancing rights with responsibilities.

Computing

Promoting logical, creative thinking linked to other curriculum areas including maths and science. Computer programming skills and digital literacy.

- Continues Growing awareness of Internet safety, Apps and social media. Discuss safe websites/ fake news etc
- Present a news report about the Golden ticket.
- Coding using maths.

Spirituality

A thread running through the curriculum, making thought provoking links:

- Invoke a sense of awe and wonder in relation
- What is Buddhism? Meditation, mindfulness
- Explore the nativity.
- Ask 'big' questions and look for their own answers using ICT/Theme cross curricular research.

Science-Continuing :Animals and Humans

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic areas of animals and humans

Humans and their skeletons

Continuing with healthy eating and nutritional content of foods that children eat.

Designing healthy lunchboxes and school dinners

Design and Technology

Designing and making functional, purposeful appealing products and evaluating them.

- Making our own recipes- sweets
- Evaluate the process identifying ways to improve next time
- Making Christmas stockings
- Making Jelly snakes