

During Year 3 children will be:

<p><u>English</u></p> <ol style="list-style-type: none"> Writing longer narrative: creating settings, characters and developing plot. Organising writing into paragraphs, grouping related material. Using a wider range of different sentence types. Asking questions to improve their understanding of text. Reading aloud in different contexts and developing positive attitudes to reading. 	<p><u>Maths</u></p> <ol style="list-style-type: none"> Reading, writing, comparing and ordering numbers up to 1000. Adding and subtracting numbers mentally and, up to 3 digits, using efficient written methods. Learning and using multiplication and division facts for the 3, 4 and 8 multiplication tables. Recognising, finding and writing fractions of a discrete set of objects. Telling the time to the nearest 5 minutes. 	<p><u>Science</u></p> <ol style="list-style-type: none"> Comparing and group different kinds of rocks. Learning about light and dark and how shadows are formed. Observing how magnets attract or repel each other and attract some materials. Finding out about the life processes of plants and animals!
<p><u>Computing</u></p> <ol style="list-style-type: none"> Learning how to solve problems when writing simple programs. Creating an informative video to share in school. Devising their own online survey linked to a topic. Learning about E-Safety and safe and respectful messaging. <p><u>Religious Studies</u></p> <ol style="list-style-type: none"> Retelling religious stories and talk about their meaning. Identifying some religious beliefs, teachings and practices. Recalling names of sacred books and how these are used. 	<p><u>French</u></p> <ol style="list-style-type: none"> Recognising and saying some simple French words and phrases. Copying basic greetings and sentences. 	<p><u>Music</u></p> <ol style="list-style-type: none"> Creating long and short sounds on instruments Recognising rhythmic patterns. Identifying when a pulse gets faster and slower Making their own symbols.
<p><u>Living Local, Loving Middlesbrough</u></p> <p><u>Our Community</u></p> <ol style="list-style-type: none"> Using compass directions NSEW to describe the location of features and routes on a map. Using symbols and keys to locate topographical features on OS maps. Using fieldwork to observe, measure and record human and physical features in Stewart Park. 	<p><u>Living in the Past</u></p> <p><u>Ancient Egypt</u></p> <ol style="list-style-type: none"> Gaining understanding relating to the achievements of the Earliest Civilizations. Creating timelines to show where people/events studied fit into a chronological framework. Identifying similarities and differences between ways of life then and now and consider the impact of these civilizations on life in modern Britain. 	<p><u>Physical Education</u></p> <ol style="list-style-type: none"> Linking phrases together to make a dance. Creating and performing a gymnastic sequence. Using a range of skills to keep possession and control of a ball. Take part in vigorous physical activity. <p><u>The World Around Us</u></p> <p><u>South America</u></p> <ol style="list-style-type: none"> Locating the equator, the poles and the northern and southern hemispheres. Locating countries in South America using maps, globes and atlases. Using geographical language to describe features in South America and contrast with those in the UK. Learning about the physical features of South America.
<p><u>Weird & Wonderful Rainforest Animals</u></p> <ol style="list-style-type: none"> Making marks and lines with a wide range of drawing equipment. Planning, designing and making models from observation and imagination. Creating surface patterns and textures in malleable materials. Experimenting with different painting effects and textures. 	<p><u>Our Curriculum Enrichment Topic</u></p> <p>This topic changes every year so can tailor and enrich our curriculum by including current themes or events.</p> <p>This year, the focus of our curriculum enrichment topic will be The Olympics.</p>	<p><u>Let's Make It</u></p> <p><u>Sandals for a Greek God</u></p> <ol style="list-style-type: none"> Investigating and analysing a range of existing products. Using research and developing design criteria to inform the design of products. Exploring the qualities of materials Joining materials in an appropriate and increasingly accurate way and using decorative techniques to enhance the product's appearance.