



# Scheme of work

## Grade 3

### Term 1



# English

## **Unit 1**

Our first unit, 'Ordinary Days' focuses on stories with familiar settings such as home and school. The unit is based around two picture books: *Once upon an Ordinary School Day* by Colin McNaughton and *Amazing Grace* by Mary Hoffman.

The pupils will develop a vocabulary to talk about settings and begin to understand how authors create settings through words.

### **Aims and Objectives:**

#### **By the end of the unit, pupils will be able to:**

- identify characters and settings in real-life stories
- read aloud with increased confidence, fluency and expression, taking account of punctuation
- recognise nouns, verbs and adjectives used by writers to create settings and characters
- identify main ideas and themes of stories and sections of stories and use this for planning write a story with a familiar setting which shows a logical sequence of events.

### **Skills Development:**

#### **During the course of this unit, pupils will:**

- use a range of strategies to read and understand unfamiliar words
- learn to recognise verbs, nouns and adjectives and use the terms appropriately
- read aloud with increased fluency, using punctuation
- recognise different ways of showing dialogue and begin to use inverted commas (speech marks) in their writing to extend the range of sentence types used.

## **Unit 2**

Our second unit, 'Let's have a Party' focuses on instructions. During the unit, students will read and follow instructions, first to create a pop-up invitation, then to prepare for a party, including using recipe books and writing shopping lists.

Having developed an understanding of the instructional text type, the students will be supported as they invent a new party game, based on a familiar one, give oral instructions to their friends in order to try out the game, then write instructions for playing it. At the end of the unit, the students will be planning a party, which will also tie in with our mathematics learning as they will need to work with a budget to prepare their party.

### **Aims and Objectives:**

#### **By the end of the unit, pupils will be able to:**

- read and follow instructions, recognising features of the text type
- create oral and written instructions based on a model text
- use verbs appropriately when writing instructions
- locate information in non-fiction texts using the contents page and index
- speak and listen more confidently in group activities.

**Skills Development:****During the course of this unit, pupils will:**

- use a range of strategies to read and understand unfamiliar words
- use a range of strategies to spell words they are not sure of and to check the spelling
- read aloud with increased fluency, using punctuation
- secure recognition of irregular forms of common verbs
- ensure grammatical agreement with subject and verb to write standard English
- use adverbs to vary sentence beginnings
- use alphabetical order to organise a list.

**Assessment:**

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in English.

During the term, pupils will complete independent pieces of writing, which we will use to assess a range of writing skills more generally. This provides us with feedback on how well your child is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your child.

At the end of the year, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in English.

**Support at home:**

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well as listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Please note the importance of 'Mother Tongue' – children's home and first language. It is crucial that children with English as an Additional Language continue to improve their first language in order to support their learning of English and additional languages.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



# Maths

## Unit 1

During our first unit of learning, covering the first half term, we will work on number and problem solving, focusing on the value of each digit in a number. Children will be extending their understanding of number into the hundreds and up to 1000.

### Learning Objectives:

#### **Numbers and the number system**

- Recite numbers 100 to 200 and beyond.
- Count on and back in ones, tens and hundreds from two- and three-digit numbers.
- Read and write numbers to at least 1000.
- Understand what each digit represents in three-digit numbers and partition into hundreds, tens and ones.
- Find 1, 10, 100 more/less than two- and three-digit numbers.
- Place a three-digit number on a number line marked off in multiples of 100.
- Place a three-digit number on a number line marked off in multiples of 10.

#### **Using understanding and strategies in solving problems**

- Explore and solve number problems and puzzles.
- Identify simple relationships between numbers.

### Support at home

On your way to and from school and whenever you are out and about, look out for and talk with your child about numbers, patterns and shapes. Encourage your child to record what they see in their own way. They can then bring this into school to share with others. You could also take photographs to show what you did or what you noticed.

#### *Making numbers*

- Make a set of digit cards 0-9, put them in an envelope. Take out 3 random cards. How many different numbers can you make with these cards?

#### *Numbers in the environment*

- Ask your child to read house numbers, car number plates, contents information on packaging and so on.
- In the supermarket (and at home) look out for things which come in packs of over 100 and read those numbers.

#### *More or less*

- Ask your child what is 1, 10 or 100 more or less than a number they have noticed.

## Unit 2

During our second unit, we will continue to work on number and problem solving. Children will be extending their sense of number, so that they can rearrange a calculation to make it easier for them to find the total. We will also be counting in twos, threes, fours and fives and will be beginning to explore multiplication further. This unit will start after half term and will be taught for approximately three weeks.

### Learning Objectives:

#### **Numbers and the number system**

- Count on and back in ones, tens and hundreds from two- and three-digit numbers.

#### **Calculation** (*Addition and subtraction*)

- Add several small numbers.
- Re-order an addition to help with the calculation.

#### **Problem solving** (*Using techniques and skills in solving mathematical problems*)

- Choose appropriate mental strategies to carry out calculations.
- Make sense of and solve word problems and begin to represent them.
- Check the results of adding two numbers using subtraction, and several numbers by adding in a different order.

#### **Using understanding and strategies in solving problems**

- Explain a choice of calculation strategy and show how the answer was worked out.
- Explore and solve number problems and puzzles.

### Support at home

#### *Multiplying*

- Roll a dice twice and ask your child to multiply the numbers together. If you have a set of dominoes, ask your child to multiply the two numbers on the domino together.
- Print a 100 square grid, mark out multiples of 2, 5 and 10. Use this to count in those multiples together and to learn the 2, 5 and 10 times tables.

#### *Numbers in the environment*

- Ask your child to read numbers in your environment and then find double (or half) of the number.

#### *Number pairs*

- Focus on a number such as 20 and ask your child which two numbers can be added together to make 20. Can they find all the number pairs?

#### *Number sentences*

- Give your child a number sentence such as  $11 + 9 = 20$  and ask them to make up a story to go with it. For example, I had 11 marbles, then I won another 9 so I had 20 altogether.

#### *Out and about*

- On your way to and from school and whenever you are out and about, look out for and talk with your child about numbers, patterns and shapes.

### Unit 3

During our third unit, we will work on geometry and problem solving. This unit will be taught over a period of approximately 2 weeks.

- **Shapes, both 2 and 3 dimensional:** Students will explore and draw regular and irregular 2D shapes and revise knowledge and understanding of 3-D solids. This will develop into identifying, making and describing prisms and pyramids
- **Symmetry and movement:** Students will explore the idea of line symmetry of regular shapes by looking at the connection between the number of sides of regular shapes and the lines of symmetry. They will also look at position in relation to a person or object and give or follow instructions for movement involving distances, directions and half or quarter turns. Compass points will also be discussed.

## Learning Objectives:

### **Geometry**

- Identify right angles in 2D shapes.
- Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons, semi-circles.
- Classify 2D shapes according to the number of sides, vertices and right angles.
- Identify, describe and make 3D shapes including pyramids and prisms, investigate which nets will make a cube.
- Classify 3D shapes according to the number and shape of faces, number of vertices and edges.
- Relate 2D shapes and 3D solids to drawings of them.

### **Problem solving**

- Recognise the relationships between different 2D shapes.
- Identify the differences and similarities between different 3D shapes.

## Support at home

### *Playing with shapes*

- Your child can experiment with pattern making or create pictures that use shapes

### *Shapes in the environment*

- Go for a walk and see shapes around you in buildings, paths, railings, rugs or bricks.

### *Looking for squares*

- Collect square (or any other shape) things and display them on a 'shape table'
- Walk around indoors and outside looking for squares
- Look for the biggest square in the house.

### *Making squares game*

- Take turns to roll a dice, say the number and collect that many sticks or straws.
- When a player has 4 sticks they build a square.
- The first player to make 4 squares is the winner.
- Change the rules to include other shapes.

## Unit 4

In the final unit of the term, we will work on measures and problem solving. This unit will be taught over approximately three weeks.

- **Money:** Students are introduced to American currency using dollars and cents.
- **Time:** We will revise days of the week and months of the year before going on to look at specific time using both analogue and digital clocks. Then we will put the concept of time into a practical concept where students can begin to understand why we need to know about the measurements of different time intervals.
- **Measures:** The activities put height and weight in an everyday situation of growing fruit trees and weighing the fruit, using doubling and halving to solve problems.

## Learning Objectives:

### **Measures**

- Consolidate using money notation.
- Solve word problems involving measures.
- Suggest and use suitable units to measure time and know the relationships between them.
- Read the time on analogue and digital clocks to the nearest five minutes on an analogue clock and to

the nearest minute on a digital clock.

### **Problem solving**

- Make a sensible estimate of the answer to a calculation.
- Make up number story to go with a calculation, including in the context of money.
- Choose appropriate mental strategies to carry out calculations.
- Estimate and approximate when calculating and check their working.
- Consider whether an answer is reasonable.

### **Support at home**

#### *Everyday measures*

- Involve your child in everyday preparation of food, looking at the weight of ingredients, the time food takes to cook, let your child help to set the timer on the cooker
- Choose a favourite recipe and encourage your child to help to shop for the ingredients, prepare and weigh, and then cook the food.
- Using money and helping with the shopping are good ways for your child to get familiar with numbers and measures. Money is particularly useful for helping children develop quick ways of counting.
- Ask your child to find the amount of money to pay the shop keeper and work out change.
- Ask your child to find a kilogram pack of sugar.

### **Assessment**

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in Maths.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practise at home, through the parent consultation and reporting cycle.

At the end of the year, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in Maths.



# Science

## **Unit 1**

The first unit, which will be taught over the first half term is called 'Looking After Ourselves'. This unit teaches the students about how they can look after themselves through eating a balanced diet, exercising and sleeping well. Students will also learn the impact different types of drink have on our teeth.

The unit is separated in to four topic area. Each topic is taught over two weeks.

**Topic 1** introduces the students to food groups and explains the function of each group.

### **Learning objectives**

- Explore and research the adequate, varied diet needed to keep healthy.
- Observe and compare objects, living things and events.

**Topic 2** uses a food triangle/plate to show how much each food group contributes to a healthy and balanced diet.

### **Learning objectives**

- Explore and research the adequate, varied diet needed to keep healthy.
- Collect evidence in a variety of contexts to answer questions or test ideas.

**Topic 3** introduces the idea that diet alone is not enough to keep us healthy. Our bodies also need regular exercise and sleep.

### **Learning objectives**

- Explore and research exercise and the adequate, varied diet needed to keep healthy.
- Collect evidence in a variety of contexts to answer questions or test ideas.
- Observe and compare objects, living things and events.

**Topic 4** looks at how the food we eat affects our health. There is a strong emphasis on the consequences of too much sugar.

### **Learning objectives**

- Know that some foods such as very sweet or very fatty can be damaging to health.
- Suggest ideas, make predictions and communicate these.

## **Support at home**

It is very important that your child recognizes the different food groups and why we need each food group in our diet. At home, it would be good to involve your child in the weekly shopping as well as the daily cooking. Encourage them to choose/identify the different food groups in each meal and when they ask for a snack have a discussion about the right type of snack they should be having.

Alongside eating a balanced meal, it is important as parents that you encourage your child to carry out regular exercise, either through after school clubs provided by the school or outside of school or letting them play in the garden/riding their bikes etc.

It is very important that your child gets a good night sleep every night. At home, it is vital that your child has a good bedtime routine established and they are getting enough hours of sleep every night.

## **Unit 2**

The second unit, which will be taught over the second half of the term is called 'Our Five Senses'. This unit teaches the student what the five senses are; hearing, touch, taste, smell and sight and allows the students to investigate how we use our senses on a daily basis.

The unit is separated into three topic areas. Each topic is taught over two weeks.

**Topic 1** asks learners to think about, and try, activities linked to the senses of touch and hearing. Students have the opportunity to carry out investigations linked to hearing and touch.

### **Learning objectives**

- Explore the human senses hearing and touch and the ways we use them to learn about our world.
- Collect evidence in a variety of contexts to answer questions or test ideas.
- Draw conclusions from results and begin to use scientific knowledge to suggest explanations.

**Topic 2** provides the opportunity for learners to explore the sense of taste and smell and to conduct simple tests.

### **Learning objectives**

- Explore the human senses of taste and smell and the ways we use them to learn about our world.
- Measure using simple equipment and record observations in a variety of ways.

**Topic 3** provides the opportunity for students to explore the sense of sight and to conduct a simple test.

### **Learning objectives**

- Explore the human sense of sight and the ways we use it to learn about our world.
- Observe and compare living things and events.
- Measure using simple equipment and record observations in a variety of ways.

### **Support at home**

It is important that children get their eyes checked at least once a year or following the time frame advised by the optician.

At home, on a daily basis, talk with your child about the senses they are using for different activities. Discuss how sometimes we use many senses but at other times we may only use one. For example, when eating we use our sense of smell, sight and taste. Sometimes our sense of smell and sight puts us off eating something as we might not like the smell or look of it but it actually tastes really nice.

### **Assessment**

The students will complete a unit assessment at the end of each unit, which will assess the students learning against the objectives.



# IPC

AGS

The IPC unit this term, Scavengers and Settlers will be taught throughout the whole first term. The unit teaches the students how humans can adapt and learn new skills in order to survive, which is exactly what our ancestors did in the Stone, Bronze and Iron Ages.

The unit will be taught cross-curricular:

In History, we'll be finding out:

- How fossils are made and what we can learn from them
- What our earliest ancestors might have looked like
- How our ancestors were able to survive
- How to use archaeological evidence to find out about a prehistoric hunter
- Where our ancestors settled and how they lived
- How we can learn about the past by investigating a Stone Age village
- What life was like during the Bronze Age and Iron Ages

In Art, we'll be finding out:

- How to create our own prehistoric cave paintings
- How to make and decorate pottery, based on one of the periods we have explored

In Technology we'll be finding out:

- About the types of foods that the first farmers would have grown
- How we can update the dishes that the early settlers may have eaten

In International, we'll be finding out:

- How we can work together to learn new skills and achieve our goals

### **Support at home**

Please help your child by doing some extra reading and research around the subject. We have listed some areas that you may like to research. Research can be through the internet, talking to people, going to the library and reading books on the subject or going to the history museum, which has an area all about the Stone Age.

### **Stone Age**

Research the materials they had and what they did with it, the culture, how people communicated with each other, the jewellery they made and their way of living.

### **Bronze Age:**

Research the Shang Dynasty, Rulers, Myceans and the Beaker people. You might want to look at the different parts of the world that they belonged.

## **Iron Age**

Research the tools that they made and how they made them, the agriculture, their way of living, housing and food.

Across all three periods of time, it would be useful to look at how the way of living progressed over time, particularly the housing, food and the way the tools were made. Looking at a timeline and identifying how long ago these periods of time were. It is significant for the children's understanding of why and how people lived. Often children can't understand a world without electricity and the internet! Showing them where people were thousands of years ago and what has happened in between can be really useful.

Some of the homework tasks are linked to our IPC units so helping your child with these would further their learning.

## **Assessment**

There will be no tests however the assessment of students' learning will be on-going in lessons. Knowledge will be assessed through oral and written quizzes, skills measured through observations and self-assessment and written and oral feedback on students' journals and presentations will be given to develop their understanding.



# Art

This term the students of Grade 3 will commence a new IPC Topic “Scavengers and Settlers”. They will focus on the prehistoric paintings that have been discovered in caves all over the world as well as the Shang Dynasty and their burial rituals

## **Aims and Objectives:**

**By the end of the unit, students will be able to:**

- Explore the history and style of cave painting
- Find out about Shang royal burials
- Choose materials and techniques which are appropriate for their task.
- Explain their own work in terms of what they have done and why.
- Talk about works of art, giving reasons for their opinions.

## **Research activity**

- 1- Children will be shown an example of cave art. How long ago do they think this art work was made? Using a timeline, the children will explore when the cave paintings that we have found date from.
  - Show more examples. Children will discuss any re-occurring themes/ patterns/ colours.
  - Discuss how animals were the main subjects. Explain that humans were rarely drawn, and if they were, they were drawn in much less detail.
  - Children will explore that colours were limited to the natural pigments found in nature and discuss how each colour was made.
  - Children will research what tools the cave artists would have used to create their art on the walls and ceilings of the caves.
  - Children will learn that cave paintings are often quite deep inside the caves, and sometimes in areas that were difficult to reach. It would have been dark inside the caves as they were painting, as they only had fire torches or spoon lamps to see by. The flickering of the flames might have made the painted animals seem like they were moving.

## **Main activity**

- 1- Children create their own cave art painting.
  - First, they paint the background paper using earthy tones.
  - Whilst this is drying, they then choose the animal templates they wish to use and cut out the inside of the animal shape so that they have made a stencil.
  - Children use chalk/charcoal/pastel to rub around the outside of the stencil on their background paper, creating an outline. They use their fingers to blend this line.
  - A different colour can be used for the inside of the animal. They can use as many different

stencils as they wish, or even add stick figures to their picture.

2. Challenge children to replicate with 3D shapes the model of a Shang ding and paint them with bronze paint.
  - Children will write a paragraph as a label to explain what the vessels were used for.

### **Assessment**

Children will be asked to recreate their own version of the hand art cave paintings. Children can use hand art instructions to know how to create their own handprint on the paper. This could be done on one very large piece of paper, or on smaller pieces which are then cut out and stuck together.

### **Support at home**

To help your child enrich their artistic lives at home, you can support by:

- Helping your child with pencil grip and to control the pencil with increasing control.
- solidifying infill shapes with colour pencils and producing a range of colour tones.
- creating more artistic activities with your child and encourage them to practice more on the lesson we have covered in class in order to maximize the quality of their skills.



# Drama

This term in Drama, Grade 3 students will be working on 'Elements of drama/key acting principles' and 'Fables & Morals'.

## Unit 1

### **Elements of Drama/Key acting principles:**

Students will learn:

- The importance of 'FREEZE' in drama and the drama studio rules as a performer and audience member.
- Tableaux/Freeze frames
- Facial expression/body language to create character
- The 3 principles of blocking and how to apply these to their performances. Students will spend time rehearsing and demonstrating these skills in various short performances in groups.
- How to create a story which is clear to understand to an audience – focusing on clear structures, beginning/middle/end.
- The use of narration
- To begin building their confidence through consistent short performances to the class.

## Unit 2

### **Fables and Morals:**

Students will learn:

- What a fable is.
- What a moral is.
- A variety of short fables and discuss the lessons learnt/meanings of each and be able to give other examples of these lessons being applied in real life.
- To read stories in small groups or to the class and concentrate on their vocalization.
- To re-create and adapt stories in groups, in order to perform short skits based on the fables learnt to an audience.
- Using the elements of drama previously learnt and being able to apply these to their fable topic.
- To begin forming innovative characters which add to their story appropriately.

The aim for term 1 is to develop initial confidence and ensure all students within the class begin to feel more comfortable performing in front of one another, if not already. For those students in the class whose confidence is more prominent, these skills assist them with beginning to improve their performances skills further whilst sustaining their confidence.



# Music

## **Introduction to Keyboard Skills**

In the first unit students learn to sing and hand sign the musical scale using the musical scale do, re, mi, fa, sol, la, ti. They use their voices expressively and creatively by singing a variety of songs including Wake Up, Shake Up and Together.

Their sense of rhythm is developed by singing and playing a variety of songs including Sweet Beets.

Grade 3 have an introduction to keyboards learning the song Mary Had A Little Lamb.

## **Learning objectives**

- Participate in unison and part singing or playing

## **Support at home**

You can support your child by encouraging them to sing and play the songs that they have learnt in their music lesson and by singing the musical scale using do, re, mi.

This link from Primary Music Prodigies has some great activities:

<https://www.youtube.com/watch?v=z9WAvSPjHmY&t=582s>

Listen to a variety of music at home, perhaps exploring composers such as Vivaldi, Mozart, Beethoven, Stravinsky

## **Assessment**

Students are assessed each week by the teacher according to how well they can sing as part of a group and whether they are singing in tune and in time.

They have an individual assessment on how accurately they can play Mary Had a Little Lamb

