



Scheme of work

Grade 3

Term 2



English

Unit 1

Our first unit, 'See, Hear, Feel, Enjoy' focuses on poetry and playscripts. During this unit pupils will be looking at some short poems and play scripts that relate to the five senses. They will read a poem and then read the same poem transformed into a mini-play script. Having explored the conventions of writing a play script, they will then read another poem and write their own play script based on it. Pupils will go on to look at several other poems that relate to the senses before writing and performing their own poem, based on one they have read.

Aims and Objectives:

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

- read play scripts, showing awareness of the voices
- continue a simple play script to complete a story
- appreciate the vocabulary used in poems
- write a poem based on a model
- participate in performances of a poem and a play script.

Skills Development:

During the course of this unit, pupils will:

- appreciate the impact of poets' choices of words
- infer the meaning of unknown words from context
- use simple adverbs to show the links between events
- read aloud with fluency and understanding
- adapt tone of voice and movement to create a character
- practise reading aloud to improve performance.

Unit 2

Our second unit of the term, 'Dragons and Pirates' focuses on adventure stories. During the unit, pupils will read, improvise, analyse and write an adventure story. They will consider characters, setting and plot in longer stories and books with chapters. They will begin to plan their writing in paragraphs.

Aims and Objectives:

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

- read with increased expression which reflects the excitement of the story
- understand how writers use chapters to structure their books
- read and write extracts from play scripts
- infer meanings beyond what is said in the text
- summarise a story
- understand how writers use story hooks to interest their readers
- consider how writers create characters and settings using words that have impact
- plan and write longer stories using paragraphs.

Skills Development:

During the course of this unit, pupils will:

- recognise the role of verbs in a sentence
- use a wide and varied vocabulary, including explicit nouns and verbs as well as adjectives and adverbs
- identify pronouns and understand their function
- use an increasing range of conjunctions (connectives) in compound and complex sentences
- recognise the use of adverbs and adverbial phrases in structuring a text by showing links between events
- use inverted commas (speech marks) accurately when punctuating speech.

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.

Suggestions for 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:

In this unit we will work on number and problem solving. The pupils will be extending their understanding of number by exploring numbers up to 1000, estimating quantities then checking by counting, exploring a range of number problems and puzzles, halving numbers, add and subtract with 2- and 3- digit numbers, multiples, multiplying by 10 and begin to learn the three times table. This unit will be taught over approximately 4 weeks.

Learning Objectives:

- Review previous learning – ordering numbers and finding 10/100 more or less
- Multiply two-digit numbers by 10 and understand the effect.
- Add and subtract pairs of two-digit numbers.
- Add and subtract single digit numbers to/from three-digit numbers
- Add three-digit and two-digit numbers.
- Make sense of and solve words problems, single and two-step (addition and subtraction) and begin to represent them e.g. with drawings.
- Round two-digit numbers to the nearest 10 and three-digit numbers to the nearest 100.
- Make a sensible estimate for the answer to a calculation using rounding.
- Find multiples of 10 and 100 more/less than a three-digit number.
- Estimate and approximate when calculating, and check working.
- Understand the relationship between doubling and halving.
- Multiply single digit numbers and divide two-digit numbers by 2,3,4,5,6,9 and 10.
- Understand the relationship between multiplication and division.

Suggestions for 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.

Place value

- Show your child a chart of three-digit numbers to 1000. Ask your child to show you how to 'read' three-digit numbers to 999.

Numbers in the environment

- Ask your child to read house numbers, car number plates, contents information on packaging and so on.

Number sentences

- Give your child a number sentence and ask them to make up a story to go with it. This will help them to understand what a word problem is asking of them.

Three times table

- Post 3 times table facts around the house e.g. $3 \times 7 = 21$ on the fridge door, around your child's bedroom and encourage your child to read them aloud every time they see one. When they are confident in recalling the 3 x tables, add in the related division facts e.g. $21 \div 7 = 3$

Calculating

- Add two numbers together, or subtract the smaller number from the larger number.
- Double or halve a number up to 20.
- Ask your child if a number is in the 2, 3, 5 or 10 times table and to explain how they know.

Multiplying by 10

- Ask your child to multiply numbers by 10 and explain how they know the answer.

Unit 2

During this unit we will work on measures and problem solving. The topics we will cover are:

- **Time:** Pupils 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. Pupils will have the opportunity to construct digital numbers and arrange them on a digital clock face and change time a digital to an analogue clock. We will also examine the calculation of time intervals in hours and minutes using a simple timetable.
- **Measure:** These lessons will involve pupils estimating and measuring length, weight and capacity leading to accurate measurements to the nearest centimetre.
- **Money:** Pupils will revise coin recognition and will be asked to work with giving change from \$1; using different combinations of coins to add and then subtract from \$1. They will have the opportunity to work in the real-life context of a café to give experience of using money involving budgeting and calculating total costs and change given. Pupils will also have the opportunity to work with pounds and pence.

This unit will be taught over approximately 4 weeks.

Learning Objectives:

- 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.
- Begin to calculate simple time intervals in hours and minutes.
- Read a calendar and calculate time intervals in weeks and days.
- Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.
- Read to the nearest division or half division, using scales that are numbered or partially numbered.
- Use a ruler to draw and measure lines to the nearest centimetre.
- Consolidate using money notation.
- Use addition and subtraction facts with a total of 100 to find change.

Suggestions for support at home

Comparing prices

- When shopping with your child, talk about 'best buys' in the shop. For example, how much liquid a bottle holds and how much it costs. Compare prices with other brands.

Routes

- Look at different routes to and from places you visit and compare the times each journey takes.

Money, money, money! (a game for 2 players)

- You will need a plate with a selection of coins (can print coins off from the internet), a coin dice (use an empty cube box), and a dish for each player.
- Take turns to roll the money dice and collect a matching coin. Put your coin in your dish. After 5 (or 10) throws, total your money.
- The player with the most money wins the game.

Unit 3

During this unit, we will work on data and problem solving. The topics we will cover are:

- **Venn diagrams:** Collecting, organising and interpreting data
- **Tally charts and frequency tables:** This will be done in the context of a game.
- **Pictograms and bar charts:** Building on previous knowledge and developing it into solving problems.

This unit will be taught over approximately 2 weeks.

Learning Objectives:

- Answer a real-life question by collecting, organizing and interpreting data.
- Use tally charts, frequency tables, pictograms and bar charts
- Use Venn and Carroll diagrams to sort data and objects using two criteria.
- Use ordered lists and tables to help to solve problems systematically.

Suggestions for support at home

Survey

- Ask your child to take a survey at home to collect information about favourite food in the family. Use the information to plan a meal.

Tally chart

- During a journey ask your child to make a tally chart of the car colours they see.

Counting and sorting

- Talk about counting and sorting making sets and groups. Use words such as 'most popular, most common least popular, least common.
- Sort toys into different groups: soft/hard; has wheels/no wheels when putting them away at the end of the day.

Collecting data

- Collect different ways of showing data from newspapers and magazines.
- Discuss with your child what the data shows

Unit 4

During this unit, we will focus on fractions. This unit will give pupils the opportunities to develop an understanding of what a fraction is, focus on halves, thirds, quarters and tenths, find fractions of amounts and shapes, find equivalent fractions and order fractions on a number line. This unit will be taught over approximately 3 weeks.

Learning Objectives:

- Find half of odd and even numbers to 40, using notation such as $13\frac{1}{2}$
- Understand and use fraction notation recognising that fractions are several parts of one whole.
- Recognise equivalence between 1 half, 2 quarters, 4 eighths, and 5 tenths using diagrams.

- Recognise simple mixed fractions
- Order simple or mixed fraction on a number line.
- Begin to relate finding fractions to division
- Find halves, thirds, quarters and tenths of shapes and numbers (whole number answers)

Suggestions for support at home

Fraction wall

- Using a fraction wall, help your child to look for fractions that are the same (equivalent), for example $1/4 = 2/8$.

Real-life fractions

- Involve your child in cutting food or other items into fractions.

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, 'Investigating Materials. This unit teaches the children to name and identify properties of different materials, which they will then be able to sort. The unit allows the pupils to think about specific materials are used to make familiar objects and they are then able to test and compare different materials.

The unit is separated in to five topic area. Each topic is taught each week.

Topic 1 explores materials in a familiar setting.

Learning Objectives:

- Know that every material has specific properties such as hard, soft, shiny, etc.
- Make generalisations and begin to identify simple patterns in results.

Topic 2 allows the pupils to sort materials by their properties in a simple way.

Learning Objectives:

- Know that every material has specific properties.
- Sort materials according to their properties
- Make generalisations and begin to identify simple patterns in results.

Topic 3 gives pupils the opportunity to think about why specific materials have been chosen to make familiar objects.

Learning Objectives:

- Know that every material has specific properties.
- Discuss why materials are chosen for specific purposes on the basis of their properties.

Topic 4 gives the pupils the opportunity to compare different materials and decide which is best for a specific purpose.

Learning Objectives:

- Know that every material has specific properties.
- Discuss why materials are chosen for specific purposes on the basis of their properties.
- Collect evidence in a variety of contexts to answer questions or test ideas.

Topic 5 allows pupils to recognise which materials are attracted to magnets.

Learning Objectives:

- Explore how some materials are magnetic, but many are not.
- Sort materials according to their properties.
- Collect evidence in a variety of contexts to answer questions or test ideas.
- Make generalisations and begin to identify simple patterns in results.

Suggestions for support at home

Around the house and the outdoor environment, identify the different materials you can see. Talk about why those materials are used for that purpose e.g. why is the door made of wood and not fabric. Encourage your child to make reference to the properties of the material e.g. fabric is soft and not waterproof whereas wood is hard and waterproof.

Experiment with magnets around the house, which things are magnetic and which are not. Discuss why certain materials are magnetic and why some are not.

Unit 2

The second unit, 'Forces and Movement' will be taught over the second half of the half term. This unit allows pupils the opportunity to experience different forces; observing, predicting, testing and recording the changes made to objects and materials when forces are applied. It provides the opportunity for pupils to think about the size of push and pull and test their predictions out. The pupils will learn how to use a force meter and investigate the effect of friction.

This unit is separated in to five topics. Each topic will be taught over 1 or 2 weeks.

Topic 1 allows pupils to explore familiar forces from everyday life.

Learning Objectives:

- Explore how forces can make objects start or stop moving.
- Suggest ideas, make predictions and communicate these.
- Measure using simple equipment and record observations in a variety of ways.

Topic 2 give pupils the opportunity to observe, predict, test and record a range of changes made to objects and materials when forces are applied.

Learning Objectives:

- Explore how forces can change the shape of objects.
- Collect evidence in a variety of contexts to answer questions or test ideas.

Topic 3 gives pupils the chance to compare pushes and make predictions as well as describe and record results.

Learning Objectives:

- Know that pushes and pulls are examples of forces and that their sizes can be compared.
- Collect evidence in a variety of contexts to answer questions or test ideas.
- Suggest ideas, make predictions and communicate these.

Topic 4 allows pupils to compare the size of forces using a force meter.

Learning Objectives:

- Know that pushes and pulls are examples of forces and that they can measured with force meters.
- Measure using simple equipment and record observations in a variety of ways.

Topic 5 allows pupils to experiment with objects and the friction the objects experience when they are moved.

Learning Objectives:

- Explore how forces, including friction, can make objects move faster, slower or change direction.
- Suggest ideas, make predictions and communicate these.
- With help, think about collecting evidence and planning fair tests.
- Measure using simple equipment and record observations in a variety of ways.

Suggestions for support at home

At home, experiment pushing and pulling objects and discuss which objects need a lot of push and which need a lot of pull to make them move. Discuss why this is the case. Discuss different words that we may use for push and pull such as contraction and relaxing. Take this experiment outside of the home environment to look at how things work through push and pull e.g. pushing the trolley at the supermarket.

Assessment

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



IPC

The IPC unit this term, 'Active Planet' will be taught throughout the whole second term. The unit teaches the pupils about how tectonic plates, that form the Earth's crust, are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground, we can learn to predict and protect ourselves in the future.

This unit will be taught cross-curricular.

In Geography, we'll be finding out

- About how the Earth is formed
- What a volcano island is and where they are in the world
- What causes an earthquake
- How earthquakes can be measured

In Technology, we'll be finding out:

- What makes buildings strong
- About protective clothing and equipment
- About how to put together a survival kit

In Music, we'll be finding out:

- How to use instruments to make sound pictures
- How to compose our own piece of music

In History, we'll be finding out:

- About the devastation of Pompeii

In Art, we'll be finding out:

- About hot and cold colours
- About using different materials and techniques to represent a volcano

In Society, we'll be finding out:

- About legends associated with volcanoes
- Why people continue to live in volcanic areas despite the dangers

In International, we'll be finding out:

- About international organisations that work after natural disasters
- About the knock-on effects of earthquakes and volcanic activity

Suggestion for support at home

Please help your child by doing some extra reading and research around the subject, focusing on the objectives listed above. Research can be through the internet, videos, going to the library and reading books on the subject.

Assessment

There will be no tests, however, the assessment of pupils' 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 pupils' journals and presentations will be given to develop their understanding.



PE

This term, pupils will study PE through Athletics, handball and basketball.

Unit 1

Athletics:

- In this unit pupils will experience simple modified running, jumping and throwing activities.
- Pupils will accurately replicate running challenges and competitions that require speed and stamina appropriate to the age range.
- In all athletic based activities pupils will engage in performing skills and measuring outcomes as a marker for performance.
- Pupils will focus on developing and improving their running technique and concept of pace.
- Pupils will develop the ability to follow rules safely and handle equipment correctly.
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All athletics lessons are working towards developing and refining skills to help pupils prepare for Sports day. Pupils during this term may be invited to represent AGS in the MPSL u9 Athletics competitions.

Unit 2

Handball & Basketball:

- Pupils will focus on developing basic passing skills for Handball and basketball.
- Pupils will develop ball control and familiarity whilst both stationary and moving.
- Pupils will gain understanding of the concept and importance of space.
- This unit will help pupils to understand the effects of exercise and develop an attitude of fair play, sportsmanship and enjoyment.

Swimming:

When swimming lessons are being taught, all pupils at AGS will follow the whole school swimming curriculum.

All pupils at AGS will follow the whole school swimming curriculum. Pupils will work through ascending levels of a holistic swim programme that leads up to Cambridge iGCSE standard (Level 10). The level that pupils are working towards are determined based on their current swimming ability. The expected working level for each age corresponds with the grade pupils are in, for example, Grade 1 should be working towards level 1 whereas Grade 5 should be working towards level 5. Some pupils will be working below or above expected levels based on their ability.



Art

This term, the pupils of Grade 3 will commence a new IPC Topic 'Active Planet'. They will focus on 'Earthquakes and volcanoes'.

Aims and Objectives:

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

- use art as a means of self-expression.
- 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.
- Identify hot and cold colours.
- use different materials and techniques to represent a volcano.

Research and main activity

1. Using iPads, pupils will be asked to work in pairs to collect pictures and photographs of volcanoes in all their different states and order the pictures sequentially into the various stages of the volcano story.
2. Pupils will watch a video about "how to draw a volcano" and they will be asked to follow the same steps as the artist.
3. Pupils will look at the colours of the rock, lava, fire and ash in the pictures and photographs and identify the different colours used. They will find out about the hot colours (Red, pink, orange, yellow) and the cold colours (Blue, green, grey, white).
4. Pupils will be asked to mix and record a variety of hot and cold colours in their sketchbooks.
5. Pupils will be asked to create a piece of art using paint, glued-on materials, layering, etc. to depict a volcanic eruption. (They will be provided with a variety of materials and paints for this, e.g. cotton wool could be painted grey to represent smoke and gas, pieces of bark to represent trees growing on the side of the volcano that are being burnt by the lava, orange chiffon to represent flames, and so on. The children can mix the paint themselves to get suitable colours.
6. At the end of this activity the artwork will be displayed and pupils will be asked to explain their choice of materials and colours etc.

Assessment:

Using A3 paper, children will be asked to create an animated cartoon of a volcanic eruption.

Suggestions for support at home:

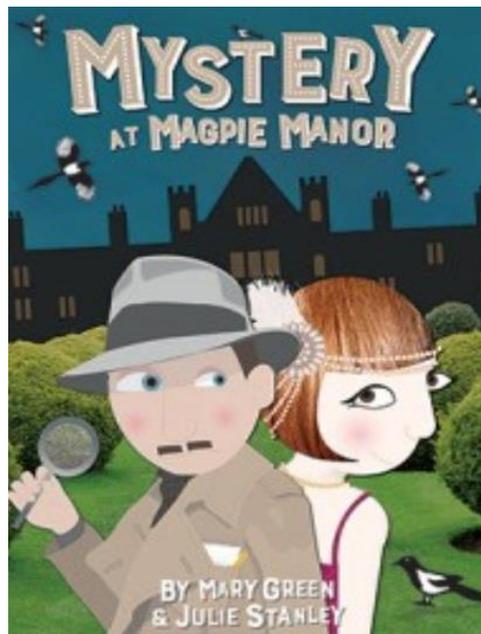
To help your child enrich their artistic lives at home, parents can support by creating more artistic activities with their child and encourage them to practise what they have learnt in the lesson in order to maximise the quality of their skills.



Drama & Music

This term in Drama and Music, Grade 3 pupils will begin working through the script 'Mystery at Magpie Manor', this year's Junior School Musical. We will be concentrating mainly on choreography, singing, chorus performance. All pupils will be expected to recite the lyrics to the songs. Each class will also be allocated certain songs which will require movements that need to be learnt and rehearsed ready to perform on stage to an audience.

They will develop further skills in character development and how to deliver a confident and convincing performance to an audience. Elements of drama will be recapped, along with techniques learnt in music, melody/rhythm, pace/tempo and delivery.



Suggestions for support at home

You can support your child in many different ways when they are practising their lines or songs at home. Encourage them to project their voice by getting them to stand at one end of the room or at the bottom of the stairs, whilst you stand at the other end or at the top of stairs when they are speaking to ensure they raise their voice so that you can hear them. Songs will be sent home on Seesaw so please play them for your children daily so they can practise the lyrics to the music.

This performance will be open to all parents to come and watch on the **18th and 19th March** to see what the children have been working towards. We hope to see you there!