

Curriculum Overview Year 3

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ENGLISH	PARENTS CAN HELP BY
<p>The BFG: Fantasy narrative, recounts, diary entries, instruction writing</p> <p>Stone age boy: story writing – cross-curricular linking with History.</p> <p>Spelling Grammar Punctuation Reading</p>	<p><u>Reading/enjoying literature</u> <i>Above all, please make sure that boys read as often and as widely as possible. Boys should feel free to read anything in which they are interested including newspapers, magazines, comics, play-scripts, fiction or non-fiction. Boys are expected to read at various times throughout the school day as well as reading at home, either independently or to an adult for at least 20 minutes each night. Boys should get used to discussing a text with an adult or older sibling as well, as this will enhance their overall comprehension. Remember to keep reading stories and poems to your boy. He will still love listening to you read, especially if you do ‘the voices’!</i></p> <p><i>Libraries are fantastic places, especially on a rainy day in the holiday! Likewise, audio tapes are excellent and widely available. Going to the theatre and/or the cinema provides excellent entertainment and intellectual stimulation.</i></p> <p><u>Comprehension</u> <i>When reading with your boy, take time to discuss what has been read. Give opinions and predictions as well as facts.</i></p> <p><u>Spelling</u> <i>Spelling lists and a variety of activities will be sent home each week. Please ensure spellings are learnt thoroughly</i> <i>Spelling games - e.g. Scrabble - provide family fun.</i></p> <p><u>Vocabulary</u> <i>Crosswords extend vocabulary.</i> <i>Boys should get into the habit of using a thesaurus/dictionary to aid their writing.</i> <i>Verbal reasoning papers e.g. Bond Assessment are available from WHSmith etc.</i></p>
MATHS	PARENTS CAN HELP BY
<p>Place value</p> <p>Addition and Subtraction mental and written methods</p> <p>Multiplication and Division mental methods only</p>	<p><u>Tables</u> <i>By the end of the first half term boys should know their 2, 3, 4, 5, 10 times table by heart. They should have instant recall of all the multiplication and division facts and be beginning to extend this knowledge to multiples of ten, eg $2 \times 30 = 60$ and $480 \div 4 = 120$</i> <i>Please practise as often at home in any way that helps. Songs, card games, action rhymes, etc are all excellent ways to learn the facts. We will often practice in class as a lesson “warm up” but boys need repeated practice at home as well to ensure that this mathematical foundation is secure.</i></p> <p><i>We will be learning column methods for addition and subtraction, but not multiplication and division. Please practise at home, allowing boys to show you how they set their work out in school and teach you some games.</i></p> <p><u>Measures</u> <i>Please spend time teaching and practising telling the time and playing with money. Boys should arrive in Year 3 able to tell the time to the nearest 5 minutes on an analogue clock, please ensure they are seeing an analogue clock at home (on the wall or as a watch)</i></p>

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	<p><i>rather than purely the digital clock that they see upon technological devices. It is important that boys are familiar with money and are comfortable changing between pounds and pence. Encourage them to estimate the total cost when you are buying a couple of items in a shop, for example.</i></p> <p><i>Cooking, playing with tape measures and weighing scales will all help understand the size of objects.</i></p> <p><i>Board games and card games all help with learning numbers and strategic thinking.</i></p>
SCIENCE	PARENTS CAN HELP BY
<p>Characteristics of Materials</p> <p>Rocks, Soils & Fossils</p>	<p><i>The boys will be investigating different materials to discover their properties and linking this to their use in everyday life. One of the main skills they will learn is the importance of fair testing.</i></p> <p><i>In Rocks, Soils and Fossils we will discuss different rock and soil types, investigate their properties and their uses. Scientific investigation and accurate recording of observations is a key part of this topic. We will then learn about fossils, how/where they are formed and what they can tell us about pre-historic life.</i></p> <p><i>Activities outside of lessons could include going into the garden or a park to see how many different types of soils and rocks you can find. Visiting museums (such as the Natural History Museum) will help them appreciate the importance of fossils in the discovery of what dinosaurs looked like and how they lived. Encouraging the boys to think about and discuss why things are made from specific materials will promote their scientific reasoning. There are also a wide variety of documentaries available on television/Youtube as well as useful websites to help with each topic:</i></p> <p><i>BBC bite size KS2 Science revision: topic specific revision activities http://www.bbc.co.uk/schools/ks2bitesize/science/</i></p> <p><i>A key stage 2 revision guide, available from book stores, will aid prep and revision activities throughout key stage 2 (years 3-6).</i></p>
SPANISH	PARENTS CAN HELP BY
<p><u>Hello</u></p> <ul style="list-style-type: none"> -greetings -numbers up to 20 -asking & saying your name & age -months of the year -asking & saying your birthday - Christmas-related vocabulary and activities 	<p><i>Encouraging children as they seek to learn a new language. Spanish is one of the most widely spoken global languages and it is exciting that the boys experience this new opportunity. Ask them what they have learnt in Spanish and if anyone close to your child can speak even a little Spanish, encourage this interaction. There are a wealth of language resources, songs and games freely available online.</i></p>

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HISTORY/GEOGRAPHY	PARENTS CAN HELP BY
<p>History <u>Dinosaurs</u> When, who, what Why did they die out? <u>Stone age to Iron age</u> The first people Settling Life in the Stone age (Skara Brae, Stonehenge) Why people stopped using stone Life in the Bronze age (Great Orme, Beaker People) Life in the Iron age (Celts)</p> <p>Geography Fossils (what, where, when, how) Soils and Rocks (types, erosion, weathering) Volcanoes and Earthquakes</p>	<p><i>There are many brilliant opportunities to learn about History with your families. Talking to grandparents, aunts and uncles about their memories of events in the past are invaluable. There are also a wealth of brilliant museums around our local area: Reading Museum, The British Museum, The Ashmoleum Museum (Oxford), the Ure Museum (Reading) etc. are fabulous places as well as a whole feast of fantastic museums around London.</i></p> <p><i>Explore local history – find out what is on your doorstep such as when your house was built or famous people who came from your area. Encourage your son to watch the news – this is history in the making.</i></p> <p>Visit some ancient monuments (see left) <i>Experiment with stone, iron, bronze at home. What if our crockery was made from iron? What if our clothes were stone? Recreate a stone circle with playdough, cakes, biscuits, small stones, anything else... Research some monuments not being featured in school, for example Avebury. Maybe visit some.</i></p> <p><i>Encourage use of maps when travelling; locate places you visit, discuss routes and direction. Be aware of news stories regarding natural hazards. Watch weather forecast together. Make some fossils using clay, playdough, etc Look out for different rocks when out and about Visit a seaside with rocky cliffs and rock pools Experiment with rocks. Which are hardest, heaviest, or permeable? Can you recreate erosion? Make volcanoes in the kitchen with vinegar and soda</i></p>
ART	PARENTS CAN HELP BY
<p>Art/Design Technology Dinosaur skeletons (fine cutting and gluing skills) Stone age hut (modroc and material modelling) Charcoal cave paintings (fine art) Stone age jewellery (clay)</p>	<p><i>Allow boys to paint with a variety of ‘paints’. Can they make some from plants, earth, etc? What about using oils, watercolours as well as traditional ready mix paint.</i></p> <p><i>Allow boys to paint on a variety of surfaces. Perhaps wood, bricks, pavements, plastic, glass? Model and encourage colouring in. Lots of very boy friendly colouring books available. Maybe work together on a piece?</i></p> <p><i>Practice lots of cutting out skills; both cutting around shapes and cutting freehand. Encourage neatness and insist on cutting on the lines.</i></p> <p><i>Visit art galleries and look at various painting styles. Can boys see how the artist has created various effects? What kinds of painting does your son prefer, watercolour or oil? Why?</i></p>

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	<p><i>Explore art online, especially that of Cezanne, Seurat and Morisot.</i></p> <p><i>Explore some landscape artists and examine the representation of geographical features.</i></p> <p><i>Enjoy creating artwork together, maybe a large family piece for the garden?</i></p>
MUSIC	
<p>Music Recorder: Ear training (aural); individual voice training; physical and vocal warm-ups; cross-curricular songs, preparations for Christmas carol service.</p>	<p><i>Encourage children to listen to music- all different types of music! Classical, pop, rock etc.</i></p> <p><i>Try and listen to different radio station in the car for inspiration!</i></p> <p><i>Encourage children to practice their recorder at home- especially Jingle Bells leading up to the Carol Service.</i></p> <p><i>Explore music on YouTube.</i></p>
PE/GAMES	
<p>HRF (Health-Related Fitness) This is an on-going focus combined with Athletics & the Fitness Challenge, where students will have the opportunity to develop an understanding of stamina, speed and agility – including setting fitness goals / targets – incorporating ICT to develop an understanding and use of utilising Data Collection – the use of stopwatches for recording purposes will aim to allow students’ the opportunity to gauge performance & select and apply methods to aid and enhance improvement across all HRF activities.</p> <p>SWIMMING</p>	<p>Parents can help by:</p> <p>Exposing students to the activities either in practical and / or visual form to allow them the opportunity to experience how different activities, skills and game requirements are learned and played at various levels.</p> <p>Allowing students to become active members of external clubs / organisations in the topics covered over the term and indeed the whole year.</p> <p>Using media resources (eg; BBC Sport website / You Tube / Sports Specific DVD’s) to show examples of how the activities and sports covered are played from grass-roots to elite level.</p> <p>Questioning / discuss students’ development and what skills and activities have been covered during their lessons to reinforce learning – this may help students set personal targets that can be discussing with PE & Games staff.</p> <p>Questioning / discuss students’ development and what skills and activities have been covered during their lessons to reinforce learning.</p> <p>Get your child as ‘ACTIVE’ as possible – regardless of the activity or how long they may wish to undertake this activity – ‘A healthy body & a healthy mind’ approach will keep them focused, alert, fit and will increase & stimulate academic performance.</p> <p>An excellent & in-depth website for information on Rugby, Football, HRF and Personal Conditioning / Training in a broad number of Sports, Exercise & Fitness Activities can be found by searching / accessing the link below;</p>

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Students will be provided with the opportunity to develop water skills & water confidence, safety and stroke techniques in differentiated groups. Students will develop skills in how to start, turn and complete competitive races within specified ASA rules & guidelines.

TAG-RUGBY

Developing handling skills, accurate & appropriate passing & running with the ball, agility & incorporating a comprehensive footwork / SAQ (Speed & Quickness) programme to develop better reaction times in practice and competition; basic attacking & defending skills, positioning in attack & defence, communication and appropriate sportsmanship throughout.

FOOTBALL

Dribbling, passing, shooting, control, goalkeeping, positional play, spacing, tackling. Developing skills such as accurate passing of the ball, agility & incorporating a comprehensive footwork / SAQ (Speed & Quickness) programme to develop better reaction times in practice and competition; basic attacking & defending skills, positioning in attack & defence,

www.brianmac.demon.co.uk/index.htm

(This site provides a huge range of relevant & valid information for all sports training and is used extensively by schools, clubs and elite performers alike – parents may wish to look for advice on technique and to research particular aspects of the curriculum we will cover throughout the year in all activities).

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communication and appropriate sportsmanship throughout.

BASKETBALL

Ball handling skills, incorporating a comprehensive footwork and SAQ (Speed & Quickness) programme to develop agility and reaction times in practice and competition, dribbling skills & ball control whilst passing. Develop various types of pass and improve understanding of basic small-sided game principles & strategies for defence and attack.

FITNESS CHALLENGE

This activity & challenge will continue on from its initiation in the Summer Term of 2013 and is aimed at encouraging the boys to develop their understanding and technique of utilising and improving 'Body Weight' exercises for better conditioning and sports performance. Body weight exercise is a richly-researched and fundamental method of enhancing core strength and stability, as well as developing all-over body conditioning and improved flexibility – for all ages throughout the prep school range and beyond. This method of conditioning is used globally and allows all participants to develop muscle

Please refer to the 'Fitness Challenge' record sheets the boys have been provided with to assess & record in full their individual progress for the 'Bronze', 'Silver' & 'Gold' Awards.

Parents are more than welcome to try the exercises with the boys and to assist them in developing their technique & providing additional motivation.

All of the exercises are demonstrated & accessible via the school website – a full explanation for each exercise will help the boys develop and improve how the exercises are undertaken.

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<p>tone (not muscle mass), and apply conditioning skills to specific and / or chosen sports.</p>	
RS	HOW PARENTS CAN HELP
<p>God in Nature How do people of many religions experience God when they are outside, enjoying the natural world? How is that shown through the arts (poems, songs etc)?</p> <p>The Nativity Who were Mary and Joseph? What was significance of the Journey taken by Mary and Joseph? Where was Jesus born and why there? How did the Shepherds hear the news and what message did they give to Mary and Joseph? What was the significance of the new star? Why did Herod want to find Jesus and how did he stay safe?</p>	<p><i>Encourage children to ask questions about life and express ideas.</i> <i>Encourage children to develop positive attitudes to religion and show respect to those who follow.</i></p> <p><i>Visit places of worship locally and when on holiday. Look at features of religious buildings.</i> <i>Point out religious signs and symbols in your local area.</i> <i>Discuss ceremonies attended e.g. weddings, baptisms etc.</i> <i>Discuss festivals with friends of different religions.</i></p>
COMPUTER SCIENCE	HOW PARENTS CAN HELP
<p>Computer Science is Changing everything – Pupils will discuss and research a global development goal and build and code a computer quiz to help educate people to achieve the goal. We will use Scratch.mit.edu as the programming platform</p>	<p><i>Developing typing skills – a list of games and websites to use will be on the website.</i> <i>Allowing children to practice saving and opening documents, and using their skills while using the various Microsoft office applications.</i> <i>When undertaking research, discuss the search terms that they are using, thinking carefully about keywords to use to get more precise results.</i> <i>Sign up for Scratch.mit.edu and practice coding at home</i></p>

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DRAMA	HOW PARENTS CAN HELP
Drama games Direct address and theatrical devices Dramatic images Constructing images Face work and mime. Exploring language.	Encourage conversation and demonstration on what has been learnt in class. Watch films/TV and explore the characters together, looking at elements such as voice, movement and character relationships, hidden thought. Encourage games involving mime and improvisation, increasing confidence and spontaneity. Go and see live theatre. Create scenarios to promote decision taking.

PSHEE	HOW PARENTS CAN HELP
<u>Whole School Values Focus</u> Tolerance Respect Hard work Curiosity	<u>Tolerance</u> Express tolerant views, explicitly teaching your son the importance of this. Challenge intolerant views expressed by your son. Explore clubs where your son can work and play with a variety of people, from all groups of society. <u>Respect</u> Expect respectful behaviour from your son. For example; saying thank you when people hold a door open or stop at a zebra crossing. Make respectful behaviour at home the norm and insist on manners from your son, even to you his parents! <u>Hard Work</u> Talk about how success is linked to hard work and discuss the success you've achieved through hard work. Expect a high standard from your son when completing homework, praise his efforts to do his best. When you say goodbye in the mornings, tell your son to 'Work Hard today', rather than 'Be good today'. <u>Curiosity</u> Model finding things out and researching more than originally asked. When watching television, model 'I wonder ...?' questions and then finding out. Show curiosity in what your son is interested in, ask him to explain.

How parents can help with homework:

Evidence shows that children are more successful in school when parents take an active interest in their homework — it shows kids that what they do is important.

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Of course, helping with homework shouldn't mean spending hours hunched over a desk. Parents can be supportive by demonstrating study and organization skills, explaining a tricky problem, or just encouraging children to focus or even take a break.

Here are some handy homework guidelines:

1. **Engage with the teachers — understand what they're looking for.** Attend school events, such as Parent Information Meetings and Parents' Evenings, to meet your child's teachers. Ask about their homework and how you should be involved.
2. **Provide a homework-friendly space.** Make sure children have a well-lit area to complete homework tasks. Keep supplies of paper, pencils, glue, scissors — within reach.
3. **Set up a regular homework time.** Some children work best in the afternoon, after school, following a snack and play period; others may prefer to wait until after dinner.
4. **Help them make a plan.** On heavier homework nights or if there are other after school commitments, encourage your child to break up the work into manageable chunks.
5. **Be aware of distractions.** No television, loud music, emailing, texting, unnecessary web surfing, gadget fiddling, phone calls or interruptions from siblings.
6. **Make sure children complete their own work.** Children won't learn if they are not independent thinkers and are not allowed to make mistakes. Parents can provide suggestions and help with directions, but it's a child's job to do the learning.
7. **Be a motivator and monitor.** Ask about assignments, assessments and tests. Give encouragement, check completed homework, sign homework diary and make yourself available for questions and concerns.

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8. **Set a good example.** Do your children ever see you diligently working on a project or reading a book? Children are more likely to follow their parents' examples than their advice.

9. **Praise their good work and efforts.** Display grade cards, homework feedback or good work on the refrigerator or a notice board. Mention achievements to relatives.

10. **If there are continuing problems with homework, get help.** Talk about it with your child's teachers. Some children have trouble seeing the board and may need glasses; others might struggle with organization, need an evaluation for a learning problem or attention disorder.

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