



# Scheme of Work

## Grade 3

### Term 3



# English

## **Unit 1**

During this unit 'Letters', learners will read and write letters. A 'story' runs through the unit: a teacher from Argentina goes to London for a while because her mother is very ill. While she is there, she writes letters and postcards to her Stage 3 class in Argentina, telling them about her visit. Pupils write letters back in reply.

### **Aims and Objectives:**

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

- read and write letters for different purposes
- understand the features and layout of a letter and of an address
- draft and improve letters, identifying more powerful words and good synonyms for common words
- write first-hand accounts based on observation.

### **Skills Development:**

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

- confirm the identification of pronouns, nouns, verbs and adjectives
- skim a text to understand its gist and scan it for specific information
- infer meaning from texts
- identify irregular forms of common verbs
- revisit rules for adding **ed**, **ing** and **s** to verbs
- understand ways of joining sentences to create compound and complex sentences
- use apostrophes to show omission.

## **Unit 2**

This unit 'Fiery Beginnings' focuses on myths, legends and fables. Pupils read a myth, a legend and a fable, exploring them through drama and analysing the story structure. They begin to look at how characters are created and how the author's choice of words impacts on the reader's reaction to the characters. They then read as a writer and start to unpick the structure of the story and relate it to different paragraphs.

Having developed an understanding of the text types, pupils create their own version of one of the stories, developing it through planning, storytelling and writing. Before committing their ideas to paper, they use their plan to study paragraphs.

### **Aims and Objectives:**

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

- identify features of myths, legends and fables
- analyse story structure
- develop inferential comprehension, beyond the words on the page
- study the author's choice of words
- identify alternative choices of words in dialogue
- punctuate speech.

### **Skills Development:**

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

- increase their knowledge of powerful verbs, compound words and synonyms of said
- learn strategies for separating words into syllables for reading and writing
- identify nouns, verbs, adjectives and pronouns
- use speech marks to punctuate dialogue
- use commas in lists.

### **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:**

During this unit, we will work on number and problem solving, focusing mostly on multiplication and division.

### **Learning objectives:**

- Know multiplication/division facts for 2×, 3×, 5×, and 10× tables.
- Begin to know 4× table.
- Multiply single-digit numbers and divide two-digit numbers by 2, 3, 4, 5, 6, 9 and 10.
- Multiply teens numbers by 3 and 5.
- Begin to divide two-digit numbers just beyond 10× tables, e.g.  $60 \div 5$ ,  $33 \div 3$ .
- Understand that division can leave a remainder (initially as 'some left over').
- Understand the relationship between multiplication and division and write connected facts.
- Check multiplication by reversing the order, e.g. checking that  $6 \times 4 = 24$  by doing  $4 \times 6$ .
- Check a division using multiplication, e.g. check  $12 \div 4 = 3$  by doing  $4 \times 3$ .
- Make sense of and solve word problems and begin to represent them.
- Make a sensible estimate for the answer to a calculation e.g. using rounding.
- Make up a number story to go with a calculation.
- Explain a choice of calculation strategy and show how the answer was worked out.
- Explore and solve number problems and puzzles.

### **Suggestions for support at home**

#### *Four times table*

- Below you will find a copy of the 4 times table so that you can explore the numbers with your child, looking for patterns and beginning to learn it.

#### *Calculation in real life*

- Involve your child in some of the everyday calculations you do.
- Talk about things that are left over when sharing or putting things in equal groups

#### *Number sentences*

- Continue to 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.

$$0 \times 4 = 0$$

$$1 \times 4 = 4$$

$$2 \times 4 = 8$$

$$3 \times 4 = 12$$

$$4 \times 4 = 16$$

$$5 \times 4 = 20$$

$$6 \times 4 = 24$$

$$7 \times 4 = 28$$

$$8 \times 4 = 32$$

$$9 \times 4 = 36$$

$$10 \times 4 = 40$$

## Unit 2

In the unit, we will work on geometry and problem solving. The topics we will cover are:

- **Right angles:** pupils will revise work already done on angles and be introduced to using a set square to find and draw right angles.
- **Movement:** Uses the language and vocabulary of movement starting with a practical activity moving to group work and problems set by the pupils, leading into examining the use of co-ordinates to locate areas in a graph.

### Learning Objectives:

- Identify right angles in 2D shapes.
- Use a set square to draw right angles.
- Compare angles with a right angle and recognise that a straight line is equivalent to two right angles.
- Identify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and 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.
- Use the language of position, direction and movement, including clockwise and anti-clockwise.
- Find and describe the position of a square on a grid of squares where the rows and columns are labelled

### Suggestions for support at home

#### *Right angles*

- Play games and talk about right angles with your child. Play an eye-spy type game "*I spy with my little eye a right angle on something blue/metal/over there etc.*"
- Use a known right angle (like the corner of a ruler or book or set square) to find other angles that are smaller, same as, greater than a right angle.

#### *Straw shapes*

- Choose some straws and thread them together to make a square. Try with different lengths of straws.
- Make a bigger square. Make a smaller square.
- Make a different shape that has a right angle.
- Hang them at a window as a mobile.

## Unit 3

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

- **Money:** Pupils reinforce working with dollars and explore its relationship to cents.
- **Capacity and length:** This lesson involves students mixing liquids together to create their own 'potion' that totals 125ml. and total the different coloured 'ingredients' to make 1 litre. The second lesson uses the idea of developing mystery trails that can only be solved by using knowledge and understanding of measurement.
- **Weight:** Pupils will be focussing on converting from grams to kilograms and back again through practical activities and then use a real-life context and looking at using weight in the work place.

### **Learning Objectives:**

- Consolidate using money notation.
- Use addition and subtraction facts with a total of 100 to find change.
- Choose appropriate mental strategies to carry out calculations.
- Make up number story to go with a calculation, including in the context of money.
- Choose and use appropriate units and equipment to estimate, measure and record measurements.
- Know the relationship between kilometres and metres, metres and centimetres, kilograms and grams, litres and millilitres.
- Read to the nearest division or half division, use scales that are numbered or partially numbered.
- Use a ruler to draw and measure lines to the nearest centimetre.
- Solve word problems involving measures.
- Choose and use appropriate units and equipment to estimate, measure and record measurements.

### **Suggestions for support at home**

#### *Working with weight*

- Ask them to record the weight of different foods you have in your kitchen. Which are in kilograms (kg) and which are in grams (g)? Choose 5 packs and order them from lightest to heaviest. Are the big packs always heaviest? Are the small packs always lightest?

#### *Capacity*

- In shops, look at and discuss any products that are sold by capacity, e.g. Paint, lemonade, soup, squash, milk. Estimate then calculate how much liquid you drink each day.

#### *Cooking a meal*

Your child will probably need to:

- Plan a menu (thinking about quantities).
- Read recipes (thinking about quantities, order of events and temperatures).
- Go shopping (deciding on quantities, working out 'best buys', calculating change).
- Make some sort of timetable (working out times, thinking about order of doing things).
- Do the cooking (weighing, measuring, counting, calculating, thinking about times and temperatures).
- Lay the table (planning, thinking about shape and space).

### **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 this term is called 'Living Things'. This unit is an opportunity to discover pupils' understanding about life processes. It provides opportunities for pupils to observe a range of living and non-living things and to consider how they know whether or not something is alive. The activities encourage consideration of the seven life processes (movement, respiration, sensitivity, nutrition, excretion, reproduction and growth) as providing evidence of something being alive.

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

**Topic 1** compares living and non-living objects.

### **Learning Objectives:**

- Describe the differences between living and non-living things using knowledge of life processes.

**Topic 2** allows pupils to asks them to look at stages in the human life cycle and that of a typical flowering plant. It then links the need for nutrition in order to grow. Pupils are taught that plants make their own food using sunlight. They learn that animals eat plants or other animals.

### **Learning Objectives:**

- To know life processes that are common to humans and animals including nutrition (water and food) and growth.

**Topic 3** provides the opportunity for learners to consider the many ways that plants and animals, including themselves, move. They learn about this movement and why organisms move. The unit then considers the offspring or young of different animals and plants, the stages of life and the cyclical nature of birth, growth and reproduction. This builds on the previous topic on growth.

### **Learning Objectives:**

- Know that the life processes common to humans and animals includes reproduction and movement.

**Topic 4** provides the opportunity for pupils to observe and sort groups of people, based on observable characteristics such as height, hair colour, eye colour and fingerprints.

### **Learning Objectives:**

- Sort living things into groups, using simple features and describe rationale for groupings.

**Topic 5** provides the opportunity for learners to sort living things.

### **Learning Objectives:**

- Sort living things into groups, using simple features and describe rationale for groupings.

- Observe and compare objects, living things and events.

### **Suggestions for support at home**

When out and about, talk about different objects you come across. Discuss the life processes to see if the object can do all 7 life processes. If it can, it is living if not then it is not living. You could then find different ways to group living things e.g. by how many legs it has or what colour they are?

## **Unit 2**

The second unit, 'Looking After Plants' will be taught over the second part of the term. This unit recaps on the names of the main parts of flowering plants but also asks learners to think about the wide range of different types and sizes of plants that can exist. There are opportunities for learners to develop

This unit is separated in to four topics. More than one topic may be covered in a week.

**Topic 1** allows pupils to consolidate the basic parts of the plant

### **Learning Objectives:**

- Know that plants have roots, leaves, stems and flowers.
- Know that plants need healthy roots, leaves and stems to grow well.
- Observe and compare objects, living things and events.

**Topic 2** gives pupils the opportunity to plant seeds and then find out how to look after them by investigating the growth of young plants. The investigations provide an opportunity for pupils to practise their measuring skills, how to record results in tables and how to draw conclusions about the things that plants need for good growth.

### **Learning Objectives:**

- Explain the observations that plants need light and water to grow.
- Measure using simple equipment and record observations in a variety of ways.
- Present results in drawings, bar charts and tables.
- Draw conclusions from results and begin to use scientific knowledge to suggest explanations.

**Topic 3** gives pupils the chance to explore the function of the roots and stem by investigating how celery and flower stems transport coloured water. This topic encourages pupils to make predictions and careful observations.

### **Learning Objectives:**

- Know that water is taken in through the roots and transported through the stem.
- Suggest ideas, make predictions, and communicate these.
- Observe and compare objects, living things and events.

**Topic 4** allows pupils to find out that plants need to be kept warm in order to grow well. They will discover what happens to a plant that gets too cold or too warm. Pupils can plan and carry out a

full investigation, presenting their results as a bar chart and using them to make generalisations such as 'plants like a warm place to grow'.

**Learning Objectives:**

- Know that plant growth is affected by temperature.
- Collect evidence in a variety of contexts to answer questions or test ideas.
- With help, think about collecting evidence and planning fair tests.
- Present results in drawings, bar charts and tables.
- Make generalisations and begin to identify simple patterns in results.

**Suggestions for support at home**

At home, you could buy or grow your own plant. Using your knowledge of what living things need and how plants make their own food, look after your plant to ensure it stays healthy.

**Assessment**

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



# IPC

AGS

The unit taught for this term is called 'Treasures'. The children will learn through a range of topics including History, Geography, Art, Technology and International. We will learn that history is like a jigsaw. The treasures that archaeologists find, provide us with some very important pieces that help us to build up a picture of what people and places were like in the past.

This unit will be taught cross-curricular.

**In History, we'll be finding out:**

- How artefacts can help us find out about the past
- How we can use fact and opinion to create a profile about a historical person
- About different historical sources
- About famous archaeologists

**In Geography, we'll be finding out:**

- How we can learn about the past from the buildings and people in our local area
- About local archaeologists and the work they do to uncover the past
- About how we can discover buried artefacts and treasures hidden in our school grounds

**In Technology, we'll be finding out:**

- How to plan and make our own historical artefacts

**In Art, we'll be finding out:**

- What makes a piece of art a 'treasure'
- How we can use guesswork to make models of different treasures

**In International, we'll be finding out:**

- About how different cultures preserve and treasure different things
- About the work of archaeologists around the world

All of the work we are going to do will help the children reach these learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. As teachers, we will be checking to see how well the children have learned through particular activities and asking children to explain their work.

**Suggestion for support at home**

If your child has some work to research, please help them, but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it, but your enthusiasm and interest is most important.

If you have reference books at home, please allow the children access to these as well as the internet and any artefact that you may have.

If there is a specialist in the family or grandparents that may have knowledge about this topic, please allow the children to ask questions.

## **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 Net Games and Striking and Fielding.

## Unit 1

### **Net Games:**

- Pupils will develop their net games concepts through Badminton, Short Tennis and Table tennis.
- In this unit pupils will accurately replicate sending and receiving technique.
- Pupils will aim to land objects in target areas.
- Activities will develop pupil's hand eye coordination using a racket and targets of varying heights and distances.
- Pupils should be able to show progress in coordination and control with a range of objects, (soft balls, balloons, shuttles).
- Everyone will be able to work individually/pairs/or in groups
- Pupils should begin to accurately score and officiate conditioned games and develop an idea of sportsmanship.

## Unit 2

### **Striking and Fielding:**

- Pupils will develop the range of their striking and fielding concepts using basic variations of bats to incorporate games such as Rounder/Cricket/ T ball and Danish Longball
- Pupils will develop their fundamental skills;
  - - Throwing and Catching a ball to move towards a target. (Chain)
    - Fielding/Stopping a ball
    - Retrieval of a ball
    - Striking a ball off a T
    -
- Pupils will focus on the concept of hitting into space.
- Pupils will aim to develop simple tactics in form of striking and fielding principles.
- Pupils will develop understanding of scoring in a variety of games.



# Art

This term the students of grade 3 will commence a new IPC Topic “Treasure”.

## **Aims and Objectives:**

**By the end of the unit, students 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.

## **Research and main activity**

### **Task 1:**

We will start the unit with looking at pieces of art (painting or sculpture) that is considered a ‘treasure’. For example:

- Mona Lisa, by Leonardo De Vinci, 1519
- The Creation of Adam, by Michelangelo, 1508-1512
- The Night Watch, by Rembrandt Van Rijn, 1642
- Discobolus (The Discus Thrower), by Myron, 460-450 B.C.E
- Venus de Milo, Alexandros of Antioch, 130-100 B.C.E

The pupils will consider why a piece of art might be regarded as a treasure.

The pupils will research and collect images of different treasured artwork from different countries to create a gallery, thinking about how and why the artworks are treasured. They will create a criterion for choosing the artworks for their gallery e.g. age of the artwork; art that they like; art they think other people will like etc.

The pupils will decide how they create their gallery. They may decide to make a model of their gallery, with the images scaled and cropped on computer and then glued into place. The layout of their model will need to take into consideration how visitors will move around and view the art. Do they need to be arranged in themed areas or in a certain order? Alternatively, pupils may wish to record an ‘art documentary’ on treasures, with each member choosing pieces to talk about. Again, pupils will need to think about a running order and how they can make thematic links between the art they have included.

### **Task 2:**

Pupils will choose a piece of broken pottery and examine it very carefully, taking care when handling it.

The pupils will make some preliminary sketches of what they think the piece of pottery would have looked like when it was new and complete. They will consider what their pottery might look like from different views and sides, noting its possible features and characteristics.

They will become archaeologists. Archeologists often only find one small piece of an object. They have to use their knowledge and guesswork to try and imagine what something might have looked like.

Pupils will make a 3D representation of their sketches. They will think about:

- What medium they will make it in?
- Whether they will paint their piece when it is made/fired?
- What patterns/colours they will use (to link it back to their broken piece)?
- How they will label and display their completed piece of pottery?

### **Task 3:**

Pupils to choose their favourite scene to turn into a piece of art. They will need to decide if they are going to show the view as it looks today or recreate it as it would have looked in the past (using some of the ideas that they explored in the first task).

Pupils may opt to paint their scene, while others may prefer to create a collage or 3D representation of their location. Pupils will label and display their completed piece.

Pupils will share and discuss their work with the class.

Extension Task:

- frontal perspective with one vanishing point.
- Oblique perspective with two vanishing point.

### **Assessment:**

Using A3 papers, children will be asked to create archeological scene using frontal perspective with one vanishing point.

### **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 more on the lesson we have covered in order to maximize the quality of their skills.



# Drama

This term, in Drama, students will be concentrating on 'Mime'.

Mime is an effective way of encouraging students to develop their acting skills in terms of body language (posture, movements, gestures, etc.) and for them to gain a greater awareness of its importance as a form of communication.

Students in Grade 3 will be given a variety of fun activities and exercises to practise and perform in order to communicate something specific to an audience, whether that is an emotion, showing an activity or incorporating an imaginary prop within their performance.

There is a level of skill involved when using mime and it's great for young performers to start whilst they are young in order to develop their communication skills.

This term they will also improve further skills in:

- Gesture
- Facial expression
- Body language
- Confidence





# Music

## **Continuing Keyboard Skills and Pitch Development**

Pupils practise singing together as a group using songs from the website Out of the Ark and including the songs Together and I'm Ok.

They will continue developing their keyboard skills with Row, Row, Row Your Boat and Twinkle Twinkle Little Star.

### **Learning objectives**

- Participate in unison and part singing and singing with expression
- Learn how to play 5 note melodies on the keyboard

### **Suggestions for support at home**

You can support your child by encouraging them to sing as much as possible at home. Here is the link to the songs we are using this term:

[https://www.outoftheark.co.uk/ootam-at-home/?utm\\_source=megamenu&utm\\_campaign=ootamathome1\\_d5&utm\\_medium=advertsquare](https://www.outoftheark.co.uk/ootam-at-home/?utm_source=megamenu&utm_campaign=ootamathome1_d5&utm_medium=advertsquare)

This is a new link from Primary Music Prodigies which has some great things to work on:

<https://www.youtube.com/watch?v=-TbZchRizG8&t=603s>

Listen to a variety of music at home, perhaps exploring different genres such as jazz

### **Assessment**

Pupils 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.

Pupils will be individually assessed playing Twinkle Twinkle Little Star on keyboards