

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Autumn Term 2017 Curriculum Plan for Parents - Year 3

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| Religious Education | <ul style="list-style-type: none"> • Through the theme of belonging, children will study the Sacrament of Baptism as a Sacrament of belonging to the Church. Children will also learn how Catholics celebrate their belonging to God's family through the celebration of Mass. • They will explore the value and importance of listening to the Word of God in the Scriptures. • Children will study the Bible stories of the Annunciation and Visitation and develop their understanding of Advent. |
| Maths Skills | <ul style="list-style-type: none"> • Recognise the place value of digits in a three-digit number and compare and order these numbers (hundreds, tens, ones). • Count in steps of 4, 8, 50 and 100, finding 10 or 100 more or less than a number. • Add and subtract mentally. • Recall and use multiplication facts for the 3, 4 and 8 times tables (e.g. $3 \times 6 = 24$ and $24 \div 3 = 6$). • To write and calculate mathematical statements for multiplication and division using the times tables they know. • Measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g) and volume/capacity (l.ml). • Measure the perimeter of simple 2D shapes. • Draw 2D shapes and make 3D shapes using modelling materials and describe them accurately. • Use written methods to add and subtract up to three digit numbers. • Compare and order fractions. • Tell and write the time from an analogue clock, including using Roman numerals, and 12-hour and 24-hour clocks. • Interpret and present data using bar charts, pictograms and tables. |
| English Skills | <ul style="list-style-type: none"> • Understand the terms: noun, prefix/suffix, heading and subheading and use examples in their work. • Express time, place and cause in their work using conjunctions. • Listen to and discuss a range of fiction- stories by the same author (Roald Dahl). • Plan their writing and then once they have written it, edit it to make improvements. • Vary sentence openers. • Use alliteration, adjectives and similes effectively. • Check that texts make sense to them as they read and discuss their understanding by explaining the meaning of words in context. • Create characters, settings and plots and explore the thought and feelings of characters to write character/setting descriptions. Write Reports/Stories in familiar settings/Image poetry, Calligrams, Instructions/Recipes, Adventure /Mystery stories and a Diary. • Retrieve and record information from non-fiction texts. • Use organisational devices such as headings and subheadings. • In their cursive handwriting, children should use the diagonal and horizontal strokes that are needed to join letters. |
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| <p>Homework</p> | <ul style="list-style-type: none"> • Library books will be changed weekly but kept in school for the children to read in class. • English homework and Maths homework will be set on a Monday and will be due in on a Friday (unless stated otherwise, where a note will be sent home). • Spellings will be given on a Monday to learn at home and will be tested on the following Friday at school. These should be revised in the homework book or on paper at home using the ‘look, cover, write, check’ method. • Home reading diaries/books will be sent home on Monday and need to be back in by Friday to ensure they can be checked and changed if necessary (please don’t send them in any earlier. Keep them at home to re-read the book for further comprehension questions). <p>Please be aware that the children’s reading books may not be changed every single week; this is due to curriculum guidelines that children should re-read texts to aid fluency and expression and re-read for understanding and comprehension.</p> <p>A selection of questions and tasks to enable the children to build comprehension and word reading skills are listed below:</p> <ul style="list-style-type: none"> • Who is the main character? • What makes this plant grow? • Why is this mark used ‘!’ ? • What word is used to describe? • What does the author want to you think? • What type of book is this? • Find the words that tell you.... • What does this phrase mean? • Use the context and index in books. • Why does the author use....(a particular adjective)? • What does the author like/dislike? • In what time is the book set? How do you know? |
| <p>Topic Work</p> | <ul style="list-style-type: none"> • Animals including humans • Rocks • Computing skills and E-safety • The UK • Stone Age to Iron Age. • French • Study famous artists – with a focus on the work of Surrealism artists • Making sandwiches |
| <p>How you can help your child</p> | <ul style="list-style-type: none"> • Continue to read to your child, with your child and listen to him/her read to you. Your comments in the reading record book are welcome and will be acknowledged. • Please return reading books when asked to ensure that we can hear your child read regularly in school. • Please ensure that your child has a full P.E. kit that is in school every day, including named P.E. socks. In winter children can wear a tracksuit over their PE kit if they wish. PE lessons will be on a Monday and Tuesday. • Any water bottle your child brings into school, please ensure it has a sports cap. <p style="text-align: center;">Thank you for your support. Mrs Leahy and Mrs Keaveney</p> |