

## Maths

In Year 3, the mathematics curriculum aims to build upon the foundational knowledge acquired in earlier years, introducing more complex concepts and problem-solving skills. Students continue to develop their understanding of addition, subtraction, multiplication, and division, focusing on larger numbers and exploring the relationships between them. We have encouraged the children to use written methods such as a column method when solving addition and subtraction calculations. Children have been introduced to the bar model when solving division calculations. For multiplication, we encouraged the children to use the grid method. The Year 3 curriculum includes learning about fractions, including finding fractions of amounts and equivalent fractions. We have also covered measurement (including length, mass, volume, and time), geometry (2D shapes, 3D shapes, angles), and statistics. . By the end of Year 3, students have covered 2, 5, 10, 3, 4 and 8 times tables. We have thoroughly enjoyed the challenge of Maths this year and are pleased that the children possess a strong set of mathematical skills to support them in Year 4.

## English

### Writing:

In Year 3, the English curriculum focuses on fostering a comprehensive understanding and mastery of various genres of writing. Students engage with a diverse range of genres, including narratives, explanation texts, non-chronological reports, and biographies. To support their learning and skill development, children are guided through a structured approach that includes a modelled write for each genre. These modelled writes serve as exemplars to demonstrate key features, language structures, and writing techniques, preparing students for subsequent independent writing tasks. By following this methodical process, pupils in Year 3 are equipped with the necessary tools and knowledge to confidently and proficiently engage with different genres of writing while nurturing their creativity.

### Reading:

In Year 3, the focus on reading is diverse, encompassing various types of texts to enhance reading skills. Children engage with picture books, non fiction, song lyrics and biographies. Utilising the **VIPERS** framework from the Literacy Shed, students develop essential comprehension skills: **Vocabulary, Inference, Prediction, Explanation, Retrieval** and **Summary**. This structured approach enhances their ability to engage critically with different text types, facilitating a deeper understanding and appreciation of the content. By exploring a diverse range of materials, we have equipped the children with the necessary tools to become proficient readers who can navigate through various genres with confidence and comprehension.

## Science

We have covered 5 topics in science this year that have focused on improving scientific knowledge and skills. We began the year with our 'animals including humans' where we explored the human skeleton and the function of different bones. We grouped animals by their skeleton and diet, using scientific language such as 'exoskeleton' and 'invertebrates'. Our next topic was Rocks and Fossils. We investigated different types of rocks by observing and comparing their properties. We learnt about soil and fossil formation and took soil from different parts of the school to compare their compositions. Moving forward, we looked at Light and Shadow. During this topic, we learnt that light travels in straight lines and used scientific vocabulary including light source and light reflector. We experimented with shadows, testing how they change when light sources are moved further away. In the Spring term, we learnt about plants. We

identified the parts of a plant and their functions. We carried out an experiment to see how different conditions affect germination. We learnt about pollination and seed dispersal. Lastly, we learnt about forces and magnetism. Our experiments included, testing when magnets attract and repel, exploring magnetic materials and investigating which surfaces caused the most friction on a moving vehicle.

## Geography

Our geography learning began with our 'Settlements' topic. We compared local towns, villages and cities, thinking about the features of each settlement. We used geographic vocabulary such as 'rural' and 'urban' to compare different areas. We looked at maps of the local area, categorising land use and noticing how land use has changed over the last 100 years. Next, we focused on the exciting subject of Extreme Earth! Throughout this topic, we found out about the layers of the Earth. We found out about tectonic plates and how these influence volcano, mountain and earthquake formation. We compared different types of volcanoes and described their features. During the summer term, we explored Rainforests. We learnt about the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. We learnt about the lives of indigenous people in the Amazon and explored some of the conservation issues surrounding the destruction of rainforest habitats. We also had the chance to visit the Big Cat Sanctuary and take part in a rainforest workshop and having an educational tour around the sanctuary.

## History

The year started with our Stone Age to Iron Age topic, which focused on cementing the idea of chronology. Pupils explored the major concept of change and continuity by delving into the life of prehistoric people and investigating how they changed through the ages. This topic gave pupils the chance to explore prehistory and learn about the past before man started recording. The children thoroughly enjoyed a Stone Age – Iron Age experience day which included a cave art session and having a go at flint knapping. Our second History topic in the spring term was the Romans. We revisited the Iron Age further develop the key skill of chronology and introduced the idea of analysing historical sources and their reliability. The children had many interesting discussions surrounding sources about the Celts that were written by Romans. The children enjoyed learning about key figures such as Emperor Claudius and Queen Boudicca. The children were incredibly passionate and invested in this interesting topic as they discovered what it would have been like to live in Ancient Rome. To end the topic, the children visited the Roman Museum in Canterbury. They took part in a number of exciting activities including: making a Roman coin, exploring Roman artefacts and dressing up in Roman clothing!

## Computing

This year, Year 3 has embarked on an exciting journey through the world of computing, beginning with an essential focus on e-safety. Students learned how to navigate the digital world responsibly, understanding the importance of protecting their personal information and recognizing safe online behaviours. Following this, the class delved into digital art, using Pixil Art to create unique and colourful wrapping paper designs. Through this project, they developed skills in copying, pasting, and rotating images, fostering both their creativity and technical proficiency. The term then transitioned into the dynamic realm of music creation. Students explored the fundamentals of musical composition, starting with the creation of ascending and descending scales. They learned to add chords evenly across these scales, incorporating arpeggios and melodies to enrich their compositions. Emphasis was placed on establishing a steady and even rhythm, a

crucial component for any musical piece. Furthermore, students experimented with sampled sounds to craft effective mixes, building beats, melodies (tones), and effects to produce well-rounded musical tracks. For those who opted in, there was also an opportunity to collaborate online, allowing them to work together and share their musical creations. This diverse and engaging curriculum has equipped Year 3 with a robust foundation in both digital art and music production, highlighting their adaptability and creativity in the digital age.

## Art

In Art, we have focused on developing our artistic skills and technical vocabulary. Throughout each topic there has been a distinct focus on transcription, analysis and evaluation. Pupils have consistently been challenged to reflect on their learning in Art and used sketchbooks to document their artistic journey. We began the year looking at Cave Art which inspired us to experiment with different skills and mediums as well as understanding the historical and cultural significance of art. We continued to explore colour and composition throughout the year, creating a mixed media composition of Stone Henge and a cityscape inspired by Roman architecture. In our final Art unit, we made vibrant sculptures of plants inspired by the artist duo Chiaozza.

## DT

This year in Design and Technology, we have designed, created and evaluated. Our first unit focused on designing and making vehicles. We undertook the fun task of designing, making and evaluating our own vehicle. We learnt all about wheels, axles and chassis and how they are combined to make the framework of the vehicle, as well as how to create an eye-catching body. Our next topic required us to construct a working pencil case that met a design criteria established in class. We planned and designed a pencil case, we decided on colours and embellishment. We found sewing a little challenging but we had so much fun and our pencil cases looked amazing!

## Religious Studies

This year, Year 3 has explored a rich tapestry of religious education, beginning in Term 1 with the vibrant celebration of Diwali. Students delved into the significance of this festival, learning about the triumph of light over darkness and the various customs and traditions associated with it. Next, the focus shifted to Christmas, where students gained insights into the story of Jesus' birth and the cultural and religious traditions that mark this festive season. Through stories, discussions, and creative activities, they developed a deeper understanding of the holiday's significance in Christian faith and culture. In the following term, the class explored the concept of miracles, examining various stories from different religious texts that highlight extraordinary events and their meanings. This unit helped students appreciate the role of miracles in faith and the lessons they impart. As Easter approached, Year 3 learned about this pivotal Christian holiday, focusing on the events of Holy Week, the significance of Jesus' resurrection, and the themes of hope and renewal. The year concluded with an in-depth study of Hinduism and the concept of Brahman. Students explored the core beliefs and practices of Hinduism, gaining a comprehensive understanding of Brahman as the ultimate reality and the various ways it is perceived in Hindu thought. Overall, this year's RE curriculum has provided Year 3 with a diverse and enriching exploration of different religious traditions and beliefs, fostering respect and curiosity about the world's spiritual heritage.

## PSHE

We have used the Jigsaw scheme this year to facilitate the teaching of PSHE. We have documented our learning in whole class book reinforcing the importance of every member of our class. Our PSHE units this year have been: Being Me, Celebrating Difference, Dreams and Goals, Healthy Me and Relationships. The children have been challenged to think about stereotypes, their role in the global community and effective conflict resolution. Our final unit this year was Changing Me where we covered the changes that happen as we become adults and how we can cope positively with these. Outside of PSHE lessons, the children have been invested in our No Outsiders project, ensuring that we are creating a place where everyone feels like they belong.

## PE

In physical education, the children have been introduced to formal games like football, cricket, rounders, and netball through fun and supportive activities that teach rules, skills and simple gameplay tactics, such as defending as a team. The children have also experienced yoga, allowing them to be mindful and learn how to stretch their bodies in a controlled and focused way. The aim of this unit is to introduce the children to an exercise that allows them to focus on themselves, learn poses, relaxation and breathing techniques. We are fortunate enough to have a specialist PE teacher, Toby, who provides positive, fun and motivating physical education sessions for our children. When completing our orienteering unit the children used their directional understanding, learnt in Maths, to complete challenges as a team in our outdoor spaces. In the summer term, we have learnt how to throw a javelin, throw a shot put, tackle hurdles whilst running and how to support their bodies to run as fast as they can amongst many other activities. For many children physical education allows an opportunity for them to experience learning in a different way and we see them shine, outside of the classroom.

## Spanish

The children have enjoyed learning some Spanish in their classes this year. The lessons have allowed pupils to learn in a fun and inspiring way and they were taught skills of speaking, listening, reading and writing in Spanish. Through a wide range of interactive and engaging activities, the children have covered: basic greetings and how to have a simple conversation, numbers, colours, instruments, animals and fruit.

## Music

Our youngest students started the year getting used to singing and playing during music classes. They then moved onto learning notes on xylophones/glockenspiels, playing along to simple melodies and copying back rhythms. During Term 3, they studied reggae music, including artists such as Bob Marley. Towards the end of the year, they learned about disco music and alternative genres of music from around the world.