



Stockport Grammar Junior School – Curriculum Information for Parents 2021-2022

Year 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>Addition and subtraction: mental strategies in addition and subtraction, including the use of a robust understanding of place value.</p> <p>Multiplication and division: learning and using multiplication and division facts in solving more advanced problems.</p> <p>Time; length: telling the time, calculating time intervals and using m, cm and mm in the measurement of lengths.</p> <p>Addition and subtraction: understanding and using formal written methods of addition and subtraction.</p> <p>Fractions and decimals; addition: fractions and decimals, using place value in formal addition.</p> <p>Measures; data: measuring, reading scales and collecting, interpreting and recording data.</p> <p>Subtraction: using place value to underpin an understanding of different methods in subtraction and to choose between these.</p> <p>Multiplication and division: developing a knowledge and understanding of</p>	<p>Place value: understanding of place value and properties of numbers.</p> <p>Addition; times tables: using partitioning in addition; and on the 2, 3, 4, 5, 8 and 10 times tables.</p> <p>Fractions: fractions as numbers, finding equivalent fractions, placing fractions on a line, and on fractions as operators, finding fractions of amounts.</p> <p>Angles; 2D shape: angles, including right angles, measurement of turn, and the ° symbol; and on properties of 2D shapes and finding perimeters.</p> <p>Addition and subtraction: how a secure understanding of place value underpins rounding, mental addition and subtraction, and column methods of addition.</p> <p>Time: time-telling on digital and analogue clocks, and the calculation of time intervals; these are used in solving word problems.</p> <p>Place value; subtraction: using number lines to facilitate an understanding of place value in 3-digit numbers, and as an efficient method of</p>	<p>Addition and subtraction: understanding of addition and subtraction and rehearsing sound mental strategies, extending to adding and subtracting fractions.</p> <p>Multiplication and division: understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.</p> <p>Multiplication and division: understanding and skills in multiplication and division, including using tables facts to solve scaling problems, multiplications using the grid method, and divisions using chunking.</p> <p>Statistics and data - weight: drawing and interpreting pictograms and bar graphs with different scales, and on using these to record and analyse data in the context of measuring weights.</p> <p>Addition and subtraction: mental and written addition and subtraction, including mental strategies, column addition, subtracting by counting up, and choosing appropriate methods to solve problems.</p>			

	<p>multiplication and division to enable children to tackle harder problems.</p>	<p>performing subtraction involving 3-digit numbers. Multiplication and division: developing multiplication strategies using doubling and halving and the grid method; division is related to multiplication and this relationship is used to solve missing number problems.</p>	<p>2D shapes; time: understanding and vocabulary of shape and angle, including measuring perimeters; and on telling the time 5, 10, 20 minutes later using am/pm and 24-hour clock. Multiplication and division; fractions: written multiplication and division strategies, securing understanding of the relation between division and fractions, and moving to finding tenths of amounts. Addition, subtraction, multiplication, division: rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication and division.</p>
<p>English</p>	<p>‘Paddington’ will be the first unit of work with some focus on bridging phonics, grammar and sentence writing gaps between Years 2 and 3. There will be lots of text and discussion work based around the original story building to an extended piece of writing. ‘The circus’ will be the second unit with focus on Angela McAllister’s ‘Leon and the Place Between’. Children will develop their sentence construction, storytelling and writing skills. Through the use of drama, the children will develop their creative language and explore the different views of characters in the story. Both units will give children opportunities to produce non-fiction writing with a focus on non-chronological reports and instructions.</p>	<p>Linking to our Humanities work from last term, we will study texts based around the theme ‘The Stone Age’. Children will explain the meaning of unfamiliar words by using the context and use dictionaries to check meanings of words they have read. This will lead to writing our own adventure stories based on the Stone Age. We will also write instruction texts based on the book ‘How to Wash a Wooley Mammoth’. Grammar work will focus on creating complex sentences using a range of conjunctions and using a comma to separate clauses in complex sentences where the subordinate clause appears first. The second unit of the Spring Term is based around the novel ‘The Iron Man’. Children will draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. They will then read and analyse the narrative in order to plan and write own version. The grammar will focus on using</p>	<p>We will study a range of traditional fables. They will draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. They will have the opportunity to orally retell a range of fables and identify and discuss the themes of these texts. We will then study the modern fable ‘The Fate of Fausto’ by Oliver Jeffers. This will lead to writing our own modern-day fables. Grammar work will continue to focus on creating complex sentences using a range of conjunctions and using a comma to separate clauses in complex sentences where the subordinate clause appears first. The second unit of the Summer Term is based around non-fiction texts and biographies. Children will select a key memory to talk and write about. We will look at a selection of biographies and evaluate how specific information is organized in a non-fiction text. The grammar will focus on using the perfect</p>

			inverted commas to punctuate direct speech and using a range of adverbs in our writing.		form of verbs to indicate a completed action and prepositions linked to non-fiction texts.
Science	<p>Light. Children will be exploring what happens when light reflects off mirrors and other reflective surfaces. They will be taught the importance of sun safety and investigate how shadows are formed.</p>	<p>Animals including humans. They will learn how animals can be grouped with or without skeletons and observe and compare their movement. They will learn to name the main parts of the human skeleton and know how muscles work.</p>	<p>Food and nutrition. Identify fact that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. An adequate and varied diet is beneficial to health. Regular and varied exercise is beneficial to health.</p>	<p>Rocks & Soils. Comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties. Describing in simple terms how fossils are formed when things that have lived are trapped within rock. Recognising that soils are made from rocks and organic matter.</p>	<p>Plants. Children will identify, locate and describe the functions of different parts of flowering plants. They will explore the requirements of plants for life and growth and how they vary from plant to plant. They will also explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Forces and Magnets. Children will compare how some things move on different surfaces. They will observe how magnets attract or repel each other and attract some materials and not others. They will also compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p>
Humanities	<p>History: The Stone Age - We will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages, discussing what archaeological evidence there is in the form of artefacts and monuments. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site. The Bronze and the Iron Age - We will consider which was more impressive, the Bronze Age or the Iron Age? We will explore the key features of the Bronze and Iron Ages and come to conclusions about</p>		<p>Geography: Climate and Weather – Children will locate some of the world’s climate zones on a globe or map, name examples and have some understanding of them. They will extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations and describe and give examples of the variety of biomes and vegetation belts. They will be taught to use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts and identify the world’s hottest, coldest, wettest and driest locations.</p>		<p>Geography: Coasts - Children will learn about the coast of the British Isles, using a wide range of visual images. Children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK’s coast has changed from a focus on fishing to one on tourism. They will be introduced to a few contrasting coasts around the world and associated environmental issues.</p>

	the developments within the periods. The children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, and differing interpretations of evidence will be considered.	Our World – Children will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.	
Art/Design technology	Children will explore colour using the colour wheel. They will identify and mix primary and secondary colours and examine the work of Wassily Kandinsky, creating their own shape and colour painting. Design technology will help children to understand levers and linkages. They will explore and use fixed and loose pivots. They will design and make a card with moving parts to give to a friend or family member.	In Art, children will use clay as a modelling material with an 'Under the Sea' theme. They will use colour and pattern to create interesting design work and develop the ability to record from direct observation. In DT, the children will investigate shell structures with a focus on package designing and making.	In Art & DT, we will be following a theme of 'Fabulous Flowers', linking to the Science topic of 'Plants', where the children will draw flowers using different media and then use their DT skills to construct 3D models of flowers.
Computing	Children will be given opportunities to explore computer programming. They will also look at basic internet research skills and internet safety. Finally, they will learn how to use e-mails to communicate.	Children will learn to create branching databases and understand sorting information using relevant questions. They will also use computer software to carry out various programming activities.	Pupils will be developing their programming skills by coding floor robots. They will also be using computer software to learn how to touch type.
	My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.		
R.E.	The key question this year is: Who should we follow? We shall be looking at Christianity, focusing on God and asking: How (and why) have some people served God? In the second part of the term, we shall be focusing on Jesus and asking: What does it mean to be a disciple?	The key question this year is: Who should we follow? We shall be looking at Christianity, focusing on the Church and asking: What do Christians mean by the Holy Spirit? In the second part of the term, we shall be focusing on Hindu Dharma and asking: Why is family an important part of Hindu life?	The key question this year is: Who should we follow? We shall be looking at Islam and asking: Why is the prophet Mohammad (Pbuh) an example for Muslims? In the second part of the term, we shall be focusing on Sikhism and asking: What qualities make a good leader?

P.E/ Swim	<p>Lessons will focus on Health and Fitness. Pupils will have practical sessions which cover the key components of fitness and why they are important to leading a healthy active lifestyle.</p> <p>Stroke development will be the aim for Year 3 children in swimming. We will also be working on some skills such as handstands to develop our dives.</p>	<p>Dance; explore and create characters and narrative in response to text and illustrations from the story 'Varmints' by Helen Ward and Marc Craste.</p>	<p>In Swimming we will continue to develop and refine stroke technique.</p> <p>In Athletics pupils will work on speed, endurance, throwing and jumping. The 60m, 120m, 600m, long jump technique, Nerf torpedo & ball throw, hurdle technique. Shuttle relay will all be taught and practised.</p>	<p>We will be working on increasing our stamina. We will also introduce water safety.</p>
Games	<p>Lessons will focus on the technical development of key skills to enable children to perform in sports including football, rugby, hockey and netball. They will have the opportunity to test their skills in small sided games.</p>	<p>Girls will develop their hockey and touch rugby skills. Boys will develop their rugby and netball skills. All pupils will learn how to play as part of a team and collaborate with their peers.</p>	<p>In Games pupils will cover striking and fielding through the sports of Cricket and rounders. Pupils will develop their hand eye coordination whilst improving their batting, bowling and fielding skills.</p>	
PSHE	<p>Children will think about keeping and staying safe and healthy. They will also talk about relationships and consider ways to read and use different types of body language.</p>	<p>Children will continue to learn about keeping and staying healthy and about being responsible. They will focus on appropriate touch, helping someone in need and stealing. Thinking about our feelings and emotions, we shall think about anger and we shall also look at how we celebrate our differences.</p>	<p>Children will continue to think about feelings and emotions, thinking about grief. They will consider a world without judgement and what that means in practical terms.</p>	
Spanish	<p>Spanish greetings, feelings, numbers 1-20, age and colours.</p>	<p>Days, months, dates/birthdays. Likes/dislikes. Classroom items</p>	<p>Family members, parts of the body and descriptions.</p>	
Music	<p>Basic Notation</p> <p>Introduction to Opera & Voice Types:</p> <p><i>The Magic Flute</i></p>	<p>Instruments and Families of The Orchestra</p> <p>Developing the singing voice</p>	<p>Percussion: Tuned vs Untuned</p> <p>Grandfather Clock unit – developing singing, keyboard and notation skills</p>	

	<p>Singing Introduction to <i>'The Orchestra'</i> Christmas Carol Service</p>	<p>Improving musicality and listening skills via Dalcroze and Orff pedagogy (music and movement) Basic Notation</p>	<p>Musical clocks – group collaboration and rhythmic notation Notation Skills Exploring Dynamics, Timbre and Tempo to aid story telling – Group Compositional Task</p>
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