



- 1. Let your child play on Spelladrome and Mathletics. Activities are specifically design to match the words and numbers they are working with http://scs.mathletics.com/SignIn.asp?Spellodrome=true (your child has their own login details, please ask if unsure).
- 2. Practise their spellings daily, including putting the words into sentences.
- 3. Hear your child read each week and read to them!
- 4. Other useful websites include

 http://www.bbc.co.uk/bitesize/ks2/scienc

 e/ for science and

 http://resources.woodlands-junior.kent.sch.uk/ for general curriculum information and activities.

Frome Valley CE First School

Year 3

Curriculum Statement

Spring 1st Half

Year 3 Curriculum Overview

English Art & Design Computing Grammar and Spelling Reading Writing • To prepare poems to read aloud • To organise paragraphs • To the possessive apostrophe • To know what a computer network is. around a theme. e.g. boy's toy and boys' toy and to perform, showing understanding through To use the apostrophe for To understand (the basics of) how a intonation, tone, volume and omission e.g. can't. To propose changes to computer network works. action grammar and vocabulary • To use further prefixes and To identifying main ideas drawn suffixes and understand how to proof-read for spelling and • To be able to research using the from more than one paragraph add them punctuation errors internet effectively. and summarising these • To use headings and sub-• To spell further homophones To retrieve and record spell words that are often headings. information from non-fiction **Design & Technology** Geography **Mathematics** • To solve number problems and count from 0 in multiples of practical problems involving • To compare and order unit addition, subtraction, 4, 8 fractions, and fractions multiplication and division. • To write and calculate with the same mathematical statements • To estimate the answer to denominators for addition, subtraction, a calculation and use Modern • To tell and write the time Languages multiplication and division. inverse operations to check from an analogue clock, answers. In French: including using Roman numerals from I to XII, and • listen attentively to spoken language and 12-hour and 24-hour show understanding by joining in and clocks. responding • explore the patterns and sounds of language through songs and rhymes History appreciate stories, songs, poems and rhymes Science in the language. To learn about the Roman Empire • To notice that some forces need contact and its impact on Britain. between two objects, but magnetic forces **Education** Religious **Physical Education** can act at a distance. To select and organise To observe how magnets attract or repel historical information. each other and attract some materials and Hinduism We will focus dance and Orienteering. To address and devise To compare and group together a variety of historically valid questions To describe and interpret how symbols To perform dances using a range of everyday materials on the basis of whether about change, cause, similarity and actions are used to express beliefs movement patterns they are attracted to a magnet, and identify and difference, and To find places using a map (geography) some magnetic materials. To recognise that people can have significance. To work in a team

different identities, beliefs and

practices.

• To describe magnets as having two poles.