



RED HOUSE
SCHOOL

Year 3 Curriculum Booklet

AN EDUCATION
ENJOYED

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INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Our vibrant family atmosphere is a great strength at Red House Junior School and this is highly valued by children and parents. We enjoy challenging each other, working hard and having plenty of fun!

Children are happy and confident with a 'can-do' attitude. They feel comfortable to take risks and to learn from mistakes. Through hard work and determination to be the best that they can be, they see great success. Developing self-belief and resilience from an early age is paramount with benefits stretching far beyond their time at Red House.

At the Junior School we pride ourselves on focusing on the individual child. Teachers form strong bonds with the children in their class. By understanding and treating every child as an individual they discover their unique personalities, interests and abilities. Teaching can then be tailored to suit the needs of pupils.

A handwritten signature in black ink, appearing to read 'Simon Haywood', with a horizontal line underneath.

Simon Haywood

(Head of the Junior School).

ART

Overview

Year 3 pupils will take part in a wide variety of tasks to offer a broad and balanced curriculum. In Art lessons, they will develop work inspired by several artists and movements. They will build on key skills of drawing and painting, reviewing and modifying work as they progress. In Design and Technology Lessons, they will work with a range of materials to design, create and evaluate final products that meet a specific brief.

Curriculum Content

Autumn Term

In Art, linked to their History topic on the Ancient Egyptians, children will learn how to use a pencil, pen and charcoal and how to make clay artefacts. The children will also have the opportunity to explore the work of Leger and Hockney. In their Design and Technology lessons and Forest School, children will learn where and how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment.

Spring Term

In their 'European Art' unit, children will learn how to draw broken buildings, paint on the ceiling, create abstract 'cut ups' and make shape houses to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of European artist Georges Seurat and demonstrate pointillism. Pupils will create their own wooden Viking shield. Using colour and designs from this period and woodwork skills such as measuring and sanding to create the finished product.

Summer Term

In their 'Landscapes and Cityscapes' unit, children will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. They will be introduced to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. They will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. They will make paintings, drawings, and mosaic art, inspired by the three artists. In Design and Technology, children will design and build kites, developing their understanding of frame structures and how they can be strengthened and stiffened. Children will discover information about a key event involving a kite that helped shape the world. They will gain

knowledge and understanding about the parts and shapes of kites. This will help them when designing and making their own kites. Finally, children will test and evaluate their kites against design criteria they have created.

Assessment

Formative assessment will be used throughout the year and pupils will be given points for development.

Differentiation and Support for MAGT Pupils

Projects will offer extension tasks, giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set, allowing pupils of different abilities to achieve their potential.

COMPUTING

Overview

Computing is a practical, creative, and knowledge-rich subject. In Year 3, pupils will work with a variety of different software packages to develop their skills and apply them in different contexts. The importance of staying safe online is also emphasised throughout the year.

Curriculum Content

Autumn Term

Children will learn about what the Internet is, how the Internet works and the three different types of connections that can be used. They will then have the opportunity to explore web browsers and search engines, learning how to detect if a web page can be trusted whilst also ensuring that they know how to stay safe online. Finally, they will learn how to copy and paste images from the web. In their unit on databases, children will initially learn how to sort objects using yes/no questions. They will then complete their own branching databases.

Spring Term

In their unit on coding, children will explore the use of flowcharts. They will learn how to use timers and how to use the repeat command. Children will use their coding knowledge to create a range of programs and develop their understanding of nesting. They will then design and create an interactive scene. Children will then learn about how to use email. They will think about the different methods of communication and how to open and respond to emails. They will learn how to use email safely and add attachments to emails.

Summer Term

In their unit on simulations, children will find out what a simulation is and understand the purpose of simulations. They will explore simulations, making choices and discussing their

effects. Finally, they will work through and evaluate a more complex simulation. In their unit on graphing, children will set up graphs with a given number of fields and enter data into their graph. They will solve Maths questions using graphing and use sorting options to make analysis of their data easier.

Assessment

At the end of each unit, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Extension tasks are built into all units to provide challenge for children with a talent for Computing. Tasks and resources are adapted where children require additional support.

ENGLISH

Overview

In Year 3, English lessons focus on the key areas of reading comprehension, writing composition, spelling and grammar. We aim to develop children's love of reading by exposing them to a wide range of modern and classic texts and poetry, and English lessons are often based on a shared class novel. Throughout the year, exercises will be taught to improve the pupils' spelling ability and to encourage the use of accurate punctuation and grammar. Handwriting remains a key focus.

Curriculum Content

Autumn Term

Our class reading book is *Slime* by David Walliams. The children will explore the characters and plot through comprehension and creative writing activities. They will develop inference skills when analysing character emotions and motives. In their unit on performance poetry, children will share and enjoy different poems, identifying and giving reasons for their likes and dislikes. They will discuss poetic features, the poems' structure and the poet's language choices. They will look at the poet's use of personification in depth and then draft and write their own poems. In the non-fiction unit 'Who Killed Tutankhamen?' children will retrieve and collate information and identify evidence in a text to support their theories. They will investigate main and subordinate clauses and will be introduced to the perfect tense. In their writing tasks, they will write diaries, paragraphs, and finally compose an explanation text.

Spring Term

The class book this term is *How to Train Your Dragon* by Cressida Cowell. This imaginative and humorous text works perfectly alongside our History topic as the children meet Hiccup and his Viking tribe. Children will create their own dragon character and use drama techniques to role play a battle scene. This will support planning and language for writing a

mythical short story. In their poetry unit, the children will enjoy listening and responding to a range of poems. They will learn about poems that play with language. They will compose class and individual poems, editing and improving their work as part of the process. In their 'Dragon Slayer' unit, the children will explore and compare legends. They will read texts and watch a film, understanding plots and features of legends then recalling and retelling main events. They will use drama to explore characters and dilemmas. They will discuss punctuation, learning how to write dialogue. They will plan, edit and write their own legends, following a familiar structure. In their non-fiction unit, the children will explore the question: How far would I go to look cool? They will retrieve and collate information about different styles and explore unusual fashions from contemporary and historical times. They will learn to skim and scan for information, identifying vocabulary that is specific to the topic and using dictionaries to clarify the meanings of words. They will plan and write a newspaper report in the role of a fashion editor.

Summer Term

We take a magical journey to Giant country as the class explore *The BFG* by Roald Dahl. In this unit, the children will develop inference and deduction when looking at the story from Sophie's perspective. We will build up to writing a persuasive letter to the King of England and take part in our BFG theme day. Children will make dream jars and sample the BFG's famous frobscottle. During their focus on mystery stories, the children will start by listening to *Ottoline and the Yellow Cat*, asking and answering questions and making predictions. They will focus on the characters' thoughts and feelings, and on the features of mystery stories. They will revise their knowledge of different types of sentences and clauses. The writing tasks will include writing a newspaper report and diary extract. For the final writing task, they will focus on the structure of mystery stories and create their own mystery stories. During their 'Chat Show Challenge' unit, the children are introduced to the main idea of the unit: that they will take part in a debate and chat show. They will use a range of questioning techniques, including probing questions aimed to elicit certain responses. In their unit on poetry, the children will learn about and enjoy reading calligrams before writing their own. They will go on to look at and explore shape poems, writing their own both as a whole class and individually.

Assessment

Throughout the year, teachers will assess pupils' writing against a series of age-related criteria. Children will be given writing targets and next steps for learning. Writing is also moderated in teams within and across Key Stages.

Differentiation and Support for MAGT Pupils

Pupils will be given extension tasks to further develop their writing and reading skills. Pupils who require additional support will be provided with this as required, which may include interventions such as Lexia or Toe By Toe. Some children may be provided with a laptop where appropriate.

FRENCH

Overview

In Year 3, we offer a relevant, broad, vibrant and ambitious French curriculum that will inspire and excite our pupils, using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning to ensure that that pupils feel well-prepared to study French beyond Key Stage 2.

Curriculum Content

Autumn Term

Children will continue to develop their phonic knowledge by consolidating their knowledge of key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Children will also develop the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where French is spoken. In addition, children will learn ten familiar animals and be introduced to the first person singular high frequency verb 'I am' in French. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. Pupils will develop the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.

Spring Term

Pupils will learn ten familiar instruments and be introduced to the first person singular high frequency verb 'I play' in French. They will be able to recognise, recall, remember and spell up to ten instruments with their definite article. Pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners. In addition, pupils will learn ten familiar activities that they are able or are not able to do in French. The negative form will be introduced, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

Summer Term

Children will learn the names of different fruits and how to express their preferences. Pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream. They will develop the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

Assessment

Throughout the year, pupils' speaking, listening and writing skills will be assessed through informal tasks and quizzes to allow teachers to plan next steps for learning.

Differentiation and Support for MAGT Pupils

More able pupils are guided towards tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher-level questioning allows them to become more flexible, spontaneous and creative language learners.

GEOGRAPHY

Overview

Throughout Year 3, pupils will develop their geographical skills and knowledge. They will learn how to use maps and atlases and will also take part in practical fieldwork. Children will study different locations around the world and learn to compare them to their own locality.

Curriculum Content

Autumn Term

In their 'Extreme Earth', children will learn about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.

Spring Term

Children will explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out.

Summer Term

Children will study land use, by taking a careful look at the places around them, and they will begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.

Assessment

Formative assessment will be used throughout the year to assess pupils' progress against age-related expectations.

Differentiation and Support for MAGT Pupils

Children identified as having a talent for Geography will be provided with extension activities to further develop their skills. Activities will be adapted where required to provide additional support.

HISTORY

Overview

In Year 3, children will continue to study time periods from History, including the Ancient Egyptians and the Vikings. They will consider the use of both primary and secondary sources when learning about events from history.

Curriculum Content

Autumn Term

Children will learn about the achievements of the ancient Egyptians. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. Pupils will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods

Spring Term

In their unit on the Vikings and Anglo Saxons, children will learn about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare crimes, punishments and laws with their modern-day equivalents. The children will also learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.

Summer Term

Children will develop their chronological knowledge beyond 1066 through studying crime and punishment. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman, Dick Turpin. Children will reflect upon and evaluate what they have learnt, as well as comparing modern-day crime prevention and detection methods with those from the past.

Assessment

At the end of each unit, teachers carry out a formative assessment of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Extension tasks are built into all units to provide challenge for children with a talent for History. Tasks and resources are adapted where children require additional support.

MATHEMATICS

Overview

In the Junior School, Mathematics lessons focus on two key aspects of mathematics: fluency and reasoning. Arithmetic skills are practised frequently and there is a focus on developing pupils' knowledge and application of number facts and the multiplication tables. Mathematics lessons focus on developing a secure understanding of mathematical concepts using high-quality visual representations and concrete resources. Red House Junior School is part of the *NCETM Problem-Solving Schools Programme*, meaning that we aim to instil children with the confidence and skills to tackle problems in a range of contexts. Differentiation is provided through adult support, use of resources, timely intervention and additional challenge as needed.

Curriculum Content

Autumn Term

In their unit on place value, pupils will learn how to represent three-digit numbers in a variety of ways, including on a number line. They will learn how to find 1, 10 and 100 more or less than a given number, order and compare numbers of increasing sizes and count in 50s. In addition and subtraction, children will learn how to add and subtract across 10 and 100; they will then move on to formal written methods. In multiplication and division, pupils will look at grouping and sharing and learn the 3-, 4- and 8-times tables, including the associated division facts. They will also learn about divisibility rules.

Spring Term

Children will continue their study of multiplication and division, including multiplying and dividing 2-digit numbers by 1-digit numbers. In their unit on measures, children will learn about length and perimeter, including how to measure in metres, centimetres and millimetres. In fractions, children will learn about unit and non-unit fractions and how to compare and order fractions. They will also learn how to recognise equivalent fractions. Finally, children will learn about mass and capacity.

Summer Term

Children will learn how to add and subtract fractions and will also learn how to calculate a fraction of an amount. In their work on money, children will convert pounds and pence as well as add and subtract amounts of money. Children will learn how to tell the time to the minute on both analogue and digital clocks and will learn how to calculate durations. They will also learn about years, months and days. In shape, space and measure, children will learn about turns and right angles and how to measure and draw accurately. They will learn the vocabulary of shapes, including horizontal, vertical, parallel and perpendicular. Finally, children will study statistics, including how to draw and interpret bar charts, pictograms and two-way tables.

Assessment

Regular low-stakes arithmetic quizzes are used throughout the year to identify next steps for learning. End-of-unit tests are used in Key stages 1 and 2 (Years 1-6) to check pupils' progress. In addition, pupils in Key Stages 1 and 2 will be assessed in Arithmetic and Reasoning at the end of each term; these scores are recorded and shared with Key Stage Leads to identify any interventions that may be required.

Differentiation and Support for MAGT Pupils

Differentiation is provided through adult support, use of resources, retrieval practice and timely intervention. MAGT pupils will be offered extension tasks to take their learning to the next level.

MUSIC

Overview

Pupils will study a range of musical styles and develop their ability to learn key words associated with Music. They will have opportunity to develop performance skills on different instruments, whilst underpinning essential music theory knowledge. They will listen to a range of music from different eras, as well as studying music from other cultures.

Curriculum Content

Autumn Term

The children study concepts such as pitch, rhythm, dynamics and timbre using singing and percussion playing.

Spring Term

In Music this term, Year 3 will study Pentatonic music. Once they have learned the pentatonic scale, they will use tuned and untuned percussion instruments to create a piece of music based on a dragon theme. In the second half of the term, they will explore the different timbre of instruments as well as preparing songs for Mother's Day and Easter celebrations.

Summer Term

The children will learn about the Orchestra. They will study each section of the Orchestra in detail, listening to each instrument and learning how to differentiate between them.

Assessment

Throughout the year, teachers carry out formative assessments of children's progress and attainment.

Differentiation and Support for MAGT Pupils

Tasks and resources are adapted where children require additional support and appropriate challenge will be provided for children with a talent for music.

PHSE & RSE

Overview

In PSHE lessons, pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of wider communities. They learn about the world and the communities within it. In Year 3, PSHE covers three main themes: Health and Wellbeing, Relationships, and Living in the Wider World.

Curriculum Content

Autumn Term

This term, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals, and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also be able to think about the specific skills they might wish to develop to achieve their short, mid and long-term goals. Children will then focus on relationships they have with their friends and family. They will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.

Spring Term

Children will learn about feelings, both comfortable and uncomfortable and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning. Children will then begin their 'One World' topic by reading a case study of a fictional girl called Chiwa, who lives in Malawi. Children will explore different aspects of her life in each lesson and explore the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. Children will explore the concepts of inequality and stereotypes and reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen.

Summer Term

Children will explore the idea that if a class team works well together, it has a positive impact on all its members and what they can achieve. Children will explore the impact their actions have on the team they are working in. They will learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. Children will learn about their individual responsibilities towards teams they work in. Following this, and linked to our RSE lessons, Children will explore the choices they can make when looking after their bodies. They will look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

PHYSICAL EDUCATION AND GAMES

Overview

PE & Games provides a unique and vital contributor to a pupil's physical and development and well-being. It is highly regarded at Red House that PE & Games play a major role in helping pupils achieve their full potential.

The main focus of Games lessons in Year 3 is to improve basic skills required to play each game and to develop a solid understanding of rules and tactics in a competitive environment. The range of activities will change every half-term throughout the academic year.

Curriculum Content

Autumn Term

Pupils will be learning how to play invasion games. The emphasis is on developing basic coordination skills and learning to play in a team. This will include the rules and key skills of football and hockey.

Spring Term

During the Thursday Games session, girls will be doing netball in the sports hall and boys will be playing rugby on the field. In PE lessons, children will be focusing on dance skills in the first half-term and gymnastics in the following half-term.

Summer Term

This term, the children will engage in a variety of athletic sports as they prepare to take part in Sports Day. They will continue to learn to play as part of a team, particularly in track events.

Differentiation and Support for MAGT Pupils

All pupils are encouraged to engage in the co-curricular sports clubs on offer and PE staff can also provide information to feed pupils into our local sports clubs.

RELIGIOUS STUDIES

Overview

Religious Studies enables children to investigate and reflect on some of the most fundamental questions asked by people. At Red House School, we develop the children's knowledge and understanding of the major world faiths and other world views. We enable the pupils to develop a sound knowledge of not only Christianity, but also of other world religions.

Curriculum Content

Autumn Term

The Hinduism unit gives children an overview of Hinduism, focusing on its origins, core beliefs, festivals, special places. Children will explore the different holy books, identify key Hindu symbols and understand their meanings. This unit will teach your class about the key parts of the Nativity story. The children will work creatively to enhance their learning experience. They will find out: how the Nativity story began; the journey undertaken (relating it to the children's own understanding of journeys and distance); where Jesus was born and why; the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today

Spring Term

Children will learn about Sikhism and its core beliefs. They will explore the different holy books and identify key Sikh symbols and understand their meanings. Children will then learn about key aspects of the Easter story and will focus on the question 'What is good about Good Friday?'. They will start with an overview of the Easter story. Then they will move on to focus on the good within the Easter story by looking at the words of Jesus and

the actions of people. Finally, the children will look at the hope new life brings and this idea within the Easter story.

Summer Term

Children will learn about key aspects of the Jewish faith. They will find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. The children will also learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews. Children will then learn about Islam and study key aspects of the Muslim faith. They will find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. The children will also learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

SCIENCE

Overview

In Year 3, pupils will be taught to use practical scientific methods, processes and skills through the teaching of key knowledge. They will learn to ask relevant questions and use different types of scientific enquiries to answer them. They will set up simple practical enquiries, comparative and fair tests and make systematic and careful observation. They will gather, record, classify and present data in a variety of ways and report on the findings of their enquiries. They will also identify differences, similarities or changes related to simple scientific ideas and processes.

Curriculum Content

Autumn Term

Children will learn about light, reflections and shadows. They will learn about different sources of light, and that we need light to see. The children will work scientifically and collaboratively to investigate reflective materials. They will play a range of mirror games, finding out more about reflective surfaces. Furthermore, they will learn that the sun's light can be dangerous, and will create an advert for a pair of sunglasses or a sun hat that they have designed. The children will have chance to test which objects are opaque and will find out how shadows change when the distance between the object and light source changes. They will develop their scientific enquiry skills, making observations, predictions and conclusions. In their unit on rocks, children will discover the different types of rocks and

how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.

Spring Term

In their unit on 'Forces and Magnets', children will learn about forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction. They will work in a hands-on way to identify magnetic materials. Furthermore, they will investigate the strength of different types of magnet. The children will have chance to explore the way magnetic poles can attract and repel and will use their understanding of magnetic attraction to design and create their own magnetic game. They will develop their scientific enquiry skills, making observations, predictions and conclusions. In their unit on plants, children will explore everything they need to know about plants. They will learn the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well and will present their findings to their classmates. Furthermore, they will investigate transportation of water within plants.

Summer Term

Pupils will learn how animals survive and stay healthy and will explore what makes a healthy, balanced diet. They will learn about the nutrients that different foods provide and how these nutrients help our bodies. They will also explore how different animals eat different types of foods and need different proportions of nutrients. They will understand what food labels on packaging show and gather information from food labels to help them to answer questions. Children will also explore the different types of skeletons that animals have and compare these. They will learn some names of bones in the human body and carry out an investigation to explore if people with longer femurs jump further. They will discuss how to plan a fair test and measure and record accurately. Children will learn about how muscles help us to move and make a simple scientific model which they use to explain to a partner how skeletal muscles work.

Assessment

Teachers carry out formative assessments throughout the academic year. Summative assessments may be used at the end of each unit.

Differentiation and Support for MAGT Pupils

Pupils are encouraged to stretch their thinking through extended questioning and practical investigations. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

HOMEWORK

In Year 3, children should read daily. Children will receive homework totalling approximately 2 hours per week, mainly Maths and English. Children are provided with a homework timetable at the start of Year 3.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 5, and to use the pupil planner to communicate any problems to the class teacher.

Homework facilities in school

Pupils may stay for Session 6, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff.

Pupils may attend a weekly homework club, where a teacher will be available to support children with their homework.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Mason at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for class teachers can also be written into the pupil planner.

Year 3 Class Teacher (Mrs Nicola Ashton)

nicola.ashton@redhouseschool.co.uk

KS2 Lead and Assistant Head of the Junior School (Mrs Victoria Smith)

vicky.smith@redhouseschool.co.uk

SENCo (Mr Ian Barnbrook-McKay)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

ian.mckay@redhouseschool.co.uk

Head of the Junior School (Mr Simon Haywood)

simon.haywood@redhouseschool.co.uk