Bayford C of E Primary School

Class 3

Curriculum Newsletter
2023 – 2024
Teacher: Miss Lourenco

Class 3 Overview 2023-2024

	Autumn 2023	Spring 2024	Summer 2024
English	National Curriculum 2014	National Curriculum 2014	National Curriculum 2014
Maths	National Curriculum 2014	National Curriculum 2014	National Curriculum 2014
Science	Living Things and their Habitats Earth and Space	Electricity Animals Including Humans	Properties and Changes of Materials Our Environment
Computing	Online Safety Coding	Spreadsheets Blogging	Text Adventures Networks and Quizzing
RE	Introduction to Buddhism What does it mean if God is holy and loving?	Creation and Science Faith journeys, beliefs, context and meaning.	What kind of King is Jesus? Going Deeper into Islam.
History/ Geography	Shackleton's Antarctica WWI	WWII The Victorians	The Victorians (Local History)
Art/ Design & Technology	Shelters with Lights Propaganda Posters	Make Do and Mend William Morris	Bread Bake Off Traditional Art from Around the World
Music	Mrs Neilson	Music Festival	Mrs Neilson
PE	Cricket Yoga	Dance Netball	Golf Athletics
PSHE	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
French	Healthy Lifestyles The Weather	The Olympics The Weekend	Habitats

English

Your child will read a broad range of texts, both guided and independently, exploring their varied styles, structure and uses. They will engage in reading comprehension and related extended writing. Clear sentence structure is taught, including more sophisticated punctuation and the correct use of paragraphs. They will learn to use more complicated features of grammar, such as conjunctions, and how to make sentences more interesting to the reader through different techniques.

Autumn Term
Mixed Genre – Shackleton's Journey
Explanation Text – Explorer's Guide
Poetry – Vocabulary Building
Recount – Archie's War
Report writing – Hidden Figures
Poetry – Where the Poppies Grow (cinquains)

Spring Term
Narrative Writing – The Lion and the Unicorn
Persuasion – WW2 Focus
Poetry – Narrative & Blackout Poetry
Mixed Genre – Cogheart
Historical Narrative – The Victorian Era
Poetry – The Listeners

Summer Term
Visual Literacy – The Lion Hunt
Mixed Genre – Hermelin
Poetry – Classic Poetry
Fables – The Promise
Discussion Texts – UNICEF
Poetry – Performance and Slam Poetry

Maths

Maths concepts and skills from the Upper KS2 Maths curriculum are introduced and revised throughout the year, including (but not restricted to):

Number
- read, write, order and compare numbers
- interpret negative numbers in context
- solve number problems and practical problems that involve all of the above
- read and recognise Roman numerals.
- add, subtract, multiply & divide multi-digit numbers
- fractions, decimals and percentages

Ratio & Proportion
- solve problems involving the relative sizes of two quantities
- solve problems involving unequal sharing and grouping

Algebra
- use simple formulae
- generate and describe linear number sequences
- find pairs of numbers that satisfy an equation with two unknowns

Measurement
- convert between different units of metric measure and imperial units
- measure and calculate the perimeter and area of shapes
- estimate volume and capacity
- solve problems involving converting between units of time

Geometry
- Know properties of, and draw and build 2D and 3D shapes
- draw and measure angles
- describe position on the full coordinate grid

Statistics
- solve problems using information presented in a line graph
- complete, read and interpret information in tables
- interpret and construct pie charts and line graphs
- calculate and interpret the mean as an average

Key vocabulary for Maths

You can help your child by discussing core vocabulary which will be encountered each term to help build confidence and familiarity, especially for their end of year tests (SATs for Year 6).

Counting and place value

Digit	Sequence		
Relationship	Predict		
One hundred	Ones		
More/less	Tens		
Approximate	Hundreds		
Approximately	Place		
Round up/down	Place value		
Thirds/Tenths	Represents		
Thousandths	Exchange		
Count up/on	The same as		
Count back	Order		
More/less	Estimate		
Tally	Equal parts		
Odd/even	Fraction		
Multiple	Penny/pence/Pound		
Factorise	Pay/charge		
Prime factors	Square numbers		
Proper	Denominator		
improper	Equivalent		
Fractions	Percentage		
numerator			

Calculations

Add/addition	Repeated addition
Total	Array
Sum	Row/Column
Double	Divide
Half/halve	Share
Near double	Left over
Subtract	Remainder
Minus	Calculate
Take away	Method
Left	Jotting
Fewer	Number sentence
Difference	Sign/symbol
Lots/groups of	Operation
Times	How much/many?
Product	
Multiply	
Tenth	
Recurring	

Measure and shape

Measure/Size	Kilogram
Scale/division	Ounce/Pounds
Enough	Scales/Capacity
Too much/little	Intersecting
Length/Width	Parallelogram
Height/Depth	Right angle
Reflex	Vertex/vertices
Millimetre	Face/Edge
Centimetre	Bisect
Metre	Polygon
Kilometre/Mile	Dodecahedron
Gram	Reflective/symmetry
Gallon	Axis of symmetry
Area	Try
Perimeter	Parallel
Square metre	perpendicular
Octahedron	

Time/Handling Data

Days of the week	Tomorrow
Months of the year	Earlier/later
Day	Fast/slow
Week	Old/new
Fortnight	Hour/Minute
Month	Second
Year	O'clock
Century	Quarter past
Calendar/Date	Half past
a.m./p.m.	Quarter to
Average	Digital/Analogue
mean	Database
	Line graph
	Bar line chart
	Random
	Statistics

Science

Pupils learn through short topics which bring knowledge and understanding through practical investigations. Skills learned include: making predictions, carry out a fair test, careful measurement and observation, repeating to check, identifying trends and patterns in data, drawing conclusions and explaining conclusions using scientific knowledge and understanding.

Autumn Term

Living Things and Habitats: This unit helps children identify the kingdoms of life and to classify living things within those kingdoms. The children will be introduced to the Linnean system of classification and will be able to develop their practical scientific skills though investigating mould growth on bread and mushroom spore dispersal.

Earth and Space: This unit gives children the opportunity to star-gaze by learning more about the Earth and the celestial bodies in our solar system. Starting with an exploration of each planet - from Mercury to Neptune - this unit then explores how scientific ideas surrounding Earth's movement and placement have changed and developed over time. The children will complete an assortment of tasks to deepen their understanding of the Moon, time zones and the night and day cycle.

Spring Term

Electricity: Children will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. they learn how to compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Finally, they use recognised symbols when representing a simple circuit in a diagram.

Animals Including Humans: Children will learn to: identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. They will recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; and finally, they learn how to describe the ways in which nutrients and water are transported within animals, including humans.

Summer Term

Properties and Changes in Materials: Children will learn to compare and group together everyday materials on the basis of their properties. They will know that some materials will dissolve in liquid to form a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated and finally, they learn how to give reasons for the particular uses of everyday materials,

Our Environment: In this unit, children will explore: the core concepts of what the climate is, how it changes, the difference between a man-made and natural environment and where different types of animals live. The unit links in to DFE's sustainability science curriculum and builds and develops on knowledge and skills that they have covered in previous year groups.

Key vocabulary for Science

You can help your child by discussing core vocabulary which will be encountered each term to help build confidence and familiarity.

Continuous

Observe	Identify
Predict	Survey
Theory	Argument
Hypothesis	Estimate
Apparatus	Data
Method	Compare
Fair Test	Tally
Record	Identify
Recording	Scientific
table	Measure
Results	Conditions
Conclusion	Explanation
Evaluation	

Autumn Term

Classification	Heliocentric
Microorganism	Geocentric
Habitat	Solar system
Living	Astronomy
organism	Terrestrial
Species	planet
Microscopic	Gas giants
Ecosystem	Axis
Kingdom	Orbit
Linnaean	Moon
System	Phase
Cell	Waxing
Nutrition	Waning
Respiration	Shadow
Growth	Illumination
Reproduce	
Excretion	
Sensitivity	
Movement	

Spring Term

Circuit	Circulatory
Battery	system
Electricity	BPM
Resistor	Diet
Variable	Pulse
resistor	Oxygenated
Dimmer	Deoxygenated
switch	Atrium
Output	Ventricle
Input	Vessel
Systematically	Valve
Synchronised	Diffusion
Signal	Osmosis
Conductor	Veins
Insulator	Artery
Open/Closed	Blood
Switch	Exercise
Motor	Platelets
Ammeter	Blood Cells
Voltmeter	Plasma
Volts	Capillaries
Current	Heart
Parallel Circuit	

Summer Term

Conductive	Weather
Magnetic	Global
Thermal	warming
Conduction	Recycle
Hardness	Biodegradable
Force	Net zero
Dissolve	Greenhouse
Solute	gases
Solvent	Industrial
Substance	revolution
Filtering	Combustion
Evaporation	COP
Soluble	Conference
Insoluble	Species
Properties	Habitat
Material	Carbon
Insulate	Dioxide
Durable	Oxygen
Waterproof	Climate
	Renewable
	Energy
	Non-Renewable
	Energy

Computing

Computing is taught directly through the Purple Mash scheme of work in units. Each unit focuses on short 'tasks' to develop specific skills leading on to a creative project which is often integrated closely with other curriculum areas.

Autumn term

Online Safety – Pupils will gain a greater understanding of the impact that sharing digital content can have, review sources of support when using technology and review their responsibility to one another in their online behaviour.

Coding – The coding lessons in these units are structured around the PRIMM approach. The whole approach may take place during a lesson or series of lessons. Often lessons will start by looking at existing code, asking the children to 'read' it and make Predictions to what they think will happen when the code is run. The code will be Run and they will be given time to discuss what happens and relate it back to their predictions. They will Investigate the code, looking at how different parts work and helping them to understand how. Once children understand how the code works, they will be encouraged to Modify it - changing and adding code and re-running the program to view the impact of their changes. And once confident with this, they are encouraged to try and make their own program from scratch.

Spring Term

Spreadsheets - This unit uses the Purple Mash tool 2Calculate. It builds upon their previous spreadsheet knowledge. They will be investigating the probability of the results of throwing many dice, calculating the discount and final prices in a sale, planning how to spend pocket money and the effect of saving money and planning a school charity day to maximise the money donated to charity. They will be using spreadsheets to collate and calculate this information.

Blogging – This unit of work uses the Purple Mash tool 2Blog and is designed to help children learn the basic principles of creating and maintaining a blog in a controlled and safe environment. Using 2Blog, this unit will give children a basic understanding of what a blog is, how to plan, create and present their own blog as well as sharing their blog with the rest of their class.

Summer Term

Text Adventures – This unit follows on from the previous coding unit. Children will be using their skills to create a story based adventure game by using both their planning and existing coding skills.

Networks and Quizzes – The aim of these sessions is to provide children with the opportunity to find out more about how networks work, understand computer networks including the Internet, learn how they can provide multiple services, such as the World Wide Web, and explore the opportunities they offer for communication and collaboration. Children will also be learning how to create online quizzes linking to their subject knowledge in other areas of the curriculum.

Outdoor Learning & TWiGS

At Bayford Primary School, we recognise the positive outcomes associated with Learning Outside the Classroom and believe that every young person should experience the world beyond the classroom as an essential part of their learning and personal development, whatever their age, ability or circumstances. We define learning outside the classroom as: "The use of places other than the classroom for teaching and learning." We believe that such learning often makes the most memorable education experiences and helps young people make sense of the world by linking feelings and learning, builds bridges between theory and reality, schools and communities, young people and their futures.

Where and when appropriate, lessons across the whole curriculum will be taught out of the classroom. Teachers will make use of our lovely grounds, including the Sacred Garden, playground and field as well as our local community environment.

Your child will take part in outdoor forest school style sessions with Tim from TWiGS (Teaching Withing Green Spaces), one day every half-term. These sessions may involve activities linked to their curriculum learning or forest school type activities (shelter building, fire lighting, outdoor cooking etc.).

TWiGS Sessions will take place whatever the weather, so your child needs to come to school on the TWiGS days dressed appropriately. We have a number of spare waterproof and warm coats as well as some welly boots. Please speak to a class adult about borrowing these if you need to.

Helping your child at home

Home Learning
Home learning is an essential part of learning. It gives children the opportunity to practise and refine skills that they learned in school. It is vital that home learning is completed. We would ask that you continue to support your child, and encourage them to ask for help or clarification from teaching staff if needed.

Children will receive homework once a week; this will usually be set on a Friday and is to be handed in by the following Thursday, unless the children are specifically told otherwise. Spellings will be sent home weekly on a Friday for learning at home and tested on a Friday too. Children will also be given a home learning topic grid. They will need to complete and activity from this grid every week, in addition to their weekly home learning.

Reading
It is important that your child reads **daily** at home for at least 10 minutes. Reading materials can include magazines, TV guides, fact and fiction books, poetry, diaries and so on. They will have a reading book to read and all parents and children are supplied with login details to the online reading record app, Boom Reader, to track their progress and parents are asked to make comment on children's reading periodically. Reading logs will be checked weekly by the teacher to check the children are doing their reading at home and logging it.

PE
Children should come into school in their PE kits on any PE days and stay in them for the whole day. This saves a lot of time changing in and out of PE kits which means more time can be spent on lessons. If your child has long hair, please ensure that it is tied back, or that your child has a hair band and can tie their hair back themselves. If your child wears studs in their ears they must be able to take them out for PE, or they must be taped over for their own safety. Plain dark blue or black track suits/sweat shirts may be worn for PE during cold periods. PE will take place whatever the weather so please ensure your child has appropriate clothing.

Further Information
For more information about the curriculum taught at Bayford, please contact the school.