

Curriculum Overview

Academic Year: **2010 - 2011**

Year: **3**



Subject	Term 1	Term 2	Term 3
Reading	The children continue to develop their decoding strategies and comprehension abilities. The school reading scheme is used for daily practice at their own level. Through shared class texts which include: poetry, traditional tales, myths, legends and instruction manuals. They are exposed to ways to infer meaning from the way the author has used words, improving their vocabulary and how expression and punctuation aids understanding.	This term they develop proof reading skills as they read story drafts. They gain skills in reading a variety of genre through shared class texts, which include: poetry, instruction manuals, the books of Roald Dahl and plays. They are given opportunities to infer characters' feelings in fiction and explore how different texts appeal to the reader through varied sentence structure and descriptive language.	As the children become more confident readers, they are encouraged to read a greater variety of fiction and non-fiction books from the library, in addition to the reading scheme. This term has a focus on dialogues, plays and information texts. The children research about Ancient Egypt and are taught how to locate relevant information on a page of writing. They learn to use reference skills with content and index pages.
Writing	Through model texts, the children identify the structure and features of narrative stories with familiar settings, reports, myths, legends and traditional tales. These are then used to create a framework for their writing. They identify features of successful writing to produce narratives that have a clear beginning, middle and end, in which events are logically sequenced and conflicts resolved in. They select and use a range of technical and descriptive vocabulary. They are encouraged to use adverbs and adjectives to create interesting sentences that have correct punctuation. Connectives are emphasised to show relationships of time, reason and cause. They experiment with form and rhythm in two poetry units.	In this term, they look at the importance of layout and illustrations in information texts and create their own instructions. They play with words in writing riddles and wordplay jokes. Through reading stories by Roald Dahl, they look at how an author has a particular style and experiment with creating characters and description in his style. Emphasis continues to be on composing sentences that use adjectives, verbs and nouns for precision and impact. They practise grouping related materials into paragraphs. Speech marks, exclamation and question marks are used to clarify meaning in a unit on plays, where they will write and perform their own plays.	This term, the children practise their sentence and paragraphing skills through letter writing, information texts and story writing. They will use their story planning and writing skills to create and write an extended Adventure or Mystery story. As a culmination to the year they will plan, research, illustrate and present a project on Ancient Egypt using all the skills they have developed. They will make decisions about form and purpose, identifying success criteria and using them to evaluate their writing.
Speaking and Listening	Emphasis is placed on listening to and processing information in whole class sessions, small groups and paired work. The skills encouraged include: turn taking when speaking, listening to others, sustaining a conversation by explaining or giving reasons for their views or choices. They are expected to hypothesize, make statements and pre-dictions.	The students participate in a variety of speaking and listening activities, such as scientific discussions, verbalising observations and sharing interpretations of text. The children are also encouraged to adopt new vocabulary from class topics. In addition to this, they have opportunities to present their own plays, identifying appropriate expression, tone and volume in their voices.	The children continue to develop their oral and aural skills through class discussions, group work and small presentations. They will also explain processes and present information in a logical way. They are encouraged to ensure that their thoughts are clearly sequenced, with relevant details included



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Mathematics	This term looks at: place value, strategies for addition and subtraction using numbers beyond 100, equations, multiplication and simple division using the tables of 2, 5 and 10. Practical activities include: data handling, time, shopping and measurement of length, where standard measures are introduced and used to solve simple problems. Efficient mental calculation strategies are encouraged at all times.	The students recall number facts when completing addition and subtraction tasks. They recognise and explain patterns of multiples and the relationship between sets of multiples. They extend their recall of the multiplication tables to include 3 and 4 times and the related division facts. They develop skills in reading fraction notation and deciphering the number operation appropriate for story sums. Topic work is based on data handling, fractions, time and weight.	In number work we extend their understanding of the four operations of addition, subtraction, multiplication and division through developing written methods of calculating. The children cover the practical topics of shape and space, data handling and capacity. Using the Primary Framework, the children are encouraged to develop a range of mental strategies in order to solve a variety of problems. They are encouraged to master their recall of the 6 times table.
Science	In the first half term in Science, they study Plants through a variety of investigations on promoting plant growth. They are encouraged to start writing down their findings in a scientific manner. In the second half term in Science, they investigate forces at work with Magnets and Springs.	In Science, during the first half of the term, they investigate Materials by comparing their properties and uses. Later in the term, the children learn about Light and Shadows. Through group and individual projects, they will make predictions, test their ideas and draw conclusions from their findings.	The focus for this term is Teeth and Eating. The children learn about how healthy eating is important for strong teeth and how to care for their own teeth. Linked to this we visit a dentist. After half term, the children investigate the characteristics of Rocks and Soil.
Social Studies	In Social Studies the children learn about Christianity. They study the origins and traditions of the faith through the teachings of Jesus and the Bible. They learn about the celebrations of Christmas and Easter and the significance of communion and baptism.	In this term, they develop their understanding of their local environment. Using atlas skills they identify Zambia as a country in Africa and look at the key land features. They compare the local city surroundings with life in rural areas. They use maps and mapping skills to follow routes in school and on field trips.	In Social Studies, the children find out the way of life of people living in Ancient Egypt from archaeological discoveries. Children develop an understanding of characteristic features of a society; identify the different ways the past is represented; and use various sources of information to make simple observations, inferences and deductions
Art	In this term the children practise drawing skills with a focus on light and shadow and they explore tone in detail. They review the colour wheel and explore shades of primary and secondary colours. They explore patterns, shapes, and textures related to plants to link to their Science topic through; printing, collages, and rubbings using a variety of mediums and techniques. They do seasonal art activities related to Zambian Independence, Diwali and Christmas.	In Art this term, the children continue to do curriculum-related art. They design a puppet and then learn about the life and works of Paul Klee and his expressionist style. They also do seasonal art activities related to Valentine's Day and Easter.	Children do portrait work using Paul Klee's collage style. Students do art activities related to Ancient Egypt including Paul Klee's mosaic style as well as 3D sculptures of pyramids, necklaces, canopic jars, and artefacts using a variety of moulding and modelling materials, ie. paper mache, mod roc and clay.



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French	In term 1 the children learn about greetings, means of transport, countries around France, identification of people and days of the week, writing numbers 1 to 10, sizes, concept of masculine and feminine. The method "La Jolie Ronde" Book 3 of 4 (Bonjour la France) is used from unit 1 to unit 4. The new vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, videos and worksheets.	In term 2 children learn about body parts, animals, days of the week, writing numbers 11 to 20 and the alphabet. The method "La Jolie Ronde", Book 3 of 4 (Bonjour la France) is used in class from unit 5 -7. The vocabulary is introduced through games, role-plays, flashcards, songs, books, simple worksheets, videos and CD ROMs.	In term 3 the children learn about shops, foods, colour, animals, numbers 10 to 50, verb "to be" (etre) present tense affirmative form. The method "La Jolie Ronde", Book 3 of 4 (Bonjour la France) is used from unit 7 to unit 10. The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos.
Physical Education	In Games Year 3 Unit 1 & 2 from Primary School Games is used. In Unit 1 the focus is on ball skills from invasion games: pass and receive with hands in different ways; dribble, pass and receive with feet; sequence passing; signal for the ball; pass and move to retain possession; keep possession and progress down the pitch; co-operative and competitive games. In Unit 2 the focus is on creative games making: and to select, apply, reinforce and develop previously learned skills in group games. In Swimming the focus is on developing the understanding of buoyancy through a range of skills; refining kicking techniques for all strokes, and swimming 10 metres practising leg movement in all strokes.	In Games Year 3 Unit 3 & 4 from Primary School Games is used. In Unit 3 the focus is on net; court and walls games: develop accurate feeding and throwing skills; bat and ball activities and skills; develop mobility and tactical awareness; aiming into spaces to make it difficult for an opponent; high barrier and low or ground level nets to encourage high and low throwing / hitting, quick and slow throwing; games for throwing and striking a ball with hands and apparatus. In Unit 4 the focus is on striking and fielding games: develop throwing and fielding; develop fielding skills; develop accurate feed; develop striking skills; engage in co-operative situations; small games and activities. In Swimming the focus is on developing the understanding of buoyancy through a range of skills; refining kicking techniques for all strokes, and swimming 10 metres leg movement in all strokes.	In Athletics Year 4 Unit 1 & 2 from Primary School Athletics is used. In Unit 1 the focus is on developing techniques of: sprinting styles; throwing for accuracy; sprinting and changing pace; jumping – take-offs and landings; relays and simple shuttle take-over; throwing for distance. In Unit 2 the focus is on developing techniques of: sprinting –use of arms and legs; throwing for accuracy; jumping for distance; running, jumping and throwing comparisons; longer distance – endurance.
Music	Through a variety of songs Year 3 work on changes in beat and rhythms. They use pitched percussion instruments as the whole class engages in Ensemble playing and introduced to 3 notes on the stage. African music is explored through songs, percussion playing and listening.	The students are introduced to Mozart and music from the classical period. Throughout the term the students learn different songs on the recorder and accompany themselves on the percussion instruments practising the beat, simple rhythms and intonation. Music terms are introduced as are	In term 3, Year 3 works with simple two parts songs and rounds. They explore going faster and slower in music when working with rhythms. There is an ensemble work where all the children play a pitched classroom instrument as an accompaniment to a song. They listen to music by Mozart



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	The treble clef and staff are introduced.	graphic and staff notation.	where classical instruments are introduced. They create simple compositions and explore tuned / un-tuned instruments.
Information Technology	The students improve their typing and word processing skills by combining text with pictures. They learn to save and retrieve their work from a network folder, looking at file names and structures. The students' research abilities are improved through the use of CDs and the Internet. They also learn to use programs with music and practise recording sounds.	Students are introduced to databases and compiling information for entering into a database on the computer. They also look at different ways to display data, whether it is a report, a bar chart or pie chart. Students begin to understand that computer simulations can represent real and imaginary situations. They evaluate simulations by comparing them with real situations and considering their usefulness.	Students review computer parts and how to save to a floppy disk. They learn to use e-mail (electronic mail) to send and receive messages. They learn about communicating over distances and will need to consider and compare different methods of communication.

