

The Recovery Curriculum: Covid Catch-Up Changes explained for Year 3

Reading: In our Reading lessons we have been focusing on the VIPERS skills to ensure the children understand a given text in a variety of ways. We have been completing interventions for RWI to ensure children are catching up quickly with the programme. Lots of children have made good progress this year and have managed to come off programme and are now taking part in the VIPERS lessons. We will be focusing on how to make inferences, explaining and summarising texts as well as studying new and exciting vocabulary.

Writing: We have been pleased with the content our children have been providing us with due to their engagement in our topics. We have been focusing on shorter pieces of learning to ensure the children are aware of the key skills we need to master before moving on with our Year 3 Writing curriculum. We have been ensuring the children are getting chances to invent their own texts so they get a chance to write about something that interests them and are using plenty of descriptive language during the Storytelling process.

GPS: We have been ensuring that we have GPS starters at the beginning of each Reading and Writing lesson. Our focus has been on gaps that we have noticed from previous pieces of writing and the children have been given daily chances to enhance their grammar, punctuation and spelling skills.

Maths: In our Maths lessons we have been ensuring the children get an opportunity each day to take part in 'guided practice'. This is a chance for children to use resources and ensure they have a good understanding of the operation with a partner before working independently. Children have been following the White Rose scheme which provides catch up lessons to ensure the content missed in previous years has been caught up on. The focus has been on number and ensuring the children have a secure understanding of written methods for addition, subtraction, multiplication and division before moving on to fractions, measurement, time and angles.

Science: In our Science lessons this year we have been focusing on working scientifically. The children have been given many opportunities to complete Science experiments from start to finish using many skills such as writing hypotheses, collecting data and presenting their findings. A large part of Science was spent learning about health and the body and we dedicated a whole topic to volcanoes. We also had a day workshop learning about forces and magnets.

French: In French lessons, we have been learning to use new vocabulary in songs and sentences. We can sing 'Heads, shoulders, knees and toes' and label monsters with unique and creative features! We have been practising colours, days, months and numbers up to 30 and developing questions and answers relating to names and birthdays. We have become much more confident with labelling in French and we have used prepositions to describe the location of animals.

Computing: We have followed a detailed scheme for Computing this year, catching up on previous skills needed and recognising the capabilities the children already have when it comes to using technology. We planned weekly Computing sessions using a range of technology. The children have focussed on logging on and off of computers, laptops and ipads. We taught them how to use basic programs such as Powerpoint, Scratch (coding) and Stop Motion. Threads of E-Safety were planned into every lesson, ensuring children understood how to use the internet safely and how to keep themselves safe whilst online.

Geography: We began by recapping continents, Northern and Southern points on the globe and the creation of basic maps. We learnt how to use symbols to demarcate the locations of places and we developed an awareness of tectonic plate lines. We learnt how volcanoes are formed and the differing layers and actions which result in volcanic eruptions. We have carried out a comparison of the UK culture and Guatemalan culture, with an investigation into Fairtrade guidelines and product development. We will complete our geographical learning with a fieldwork study of our local area.

History: History has played a big part in our year. From the Stone Age, to the Mayans, to Rome. The children have focused on regaining their chronological understanding of when in the timeline main events occurred or when significant people had an impact. The children explored their local area, its history and what remains from the past. We introduced the children to primary and secondary sources and used evidence to prove or disprove their own theories.

Music: We have had access to weekly ukulele lessons with a qualified teacher. She has introduced the children to playing as a solo and as an ensemble. They have also been developing the ability to play with fluency and accuracy.

Art: Year 3 have been focusing on particular artist studies. We have learnt about Frida Kahlo, her style of portrait painting, working to create a replica using a medium we are familiar with. To ensure the children have a detailed knowledge in using mediums, we gave them many opportunities to work with pastels, clay and charcoal and we built on previous sketching skills.

DT: We focussed on the design, make and evaluate process. The children used these skills in sewing, papier mache as well as chariot and shield making. We wanted to ensure the children understood how they could design initial ideas but that they may need adapting to work effectively. The children then used peer feedback to improve on their design once again.

RE: We have developed our understanding of different religious beliefs and celebrations across the world, particularly in Sikhism and Christianity. Children have identified key beliefs, exploring how religions show their commitment to their faith and developing an awareness of the wide variety of ways in which celebrations can show respect for a range of religious and cultural beliefs.

Life Skills and British Values: Within this area we followed the Year 3 programme of study, building on skills learnt from previous years. Our main focus this year has been on developing self-help skills (such as shoelace tying, getting changed and organising our own belongings) and considering the wider world (such as how money is used, road safety and fire safety). Respecting each other has played a large part in our Life Skills curriculum and we have focussed lots on conflict negotiation with peers. The children have worked hard to regain their negotiating and debating skills to be able to see different perspectives and respect different opinions.

PE: Children in Year 3 have completed a block of swimming coaching which has seen them work hard to develop their skills and appreciation for water safety. Many of them have built up their confidence and the ability to cover a distance in water unaided. In school PE lessons, we have continued to develop their throwing and catching skills, using a range of equipment and game scenarios to support and challenge them as well as to increase competitiveness in house teams.