



Curriculum Overview

Year 3 Spring Term



Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none">• know the story of the shepherds and how they reacted to the news of Christ's birth• empathise with the feelings and reactions of the shepherds at this event• know that the Crib is an important symbol of prayer and devotion. <p>Reconciliation</p> <ul style="list-style-type: none">• know that human beings often have freedom to make choices• understand the difference between a good and a bad choice and the consequences these bring• know some teaching of Jesus about the forgiveness of sin when wrong choices have been made• understand that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin. <p>Lent</p> <ul style="list-style-type: none">• know and understand that the Season of Lent is a time when Christians try to change to be more like Christ• know some stories about Christ bringing change to the lives of people who were sick and in need. <p>Holy Week</p> <ul style="list-style-type: none">• know that Holy Week celebrates the last week of the life of Jesus here on earth• understand that the events of Palm Sunday and the Last Supper tell us about who Jesus is• make some links between the Passover, the Last Supper and the celebration of Mass.
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none">• In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.
English	<p>Reading:</p> <ul style="list-style-type: none">• making connections between discrete information to make inferences

	<ul style="list-style-type: none"> • investigating the structure and features of non-fiction texts • skimming and scanning texts to retrieve information <p>Writing:</p> <p>Myths and Legends</p> <ul style="list-style-type: none"> • understand the features of myths including dialogue and repetitive sentences • plan and write myth including a beginning, build up, problem, resolution and ending <p>Information Texts</p> <ul style="list-style-type: none"> • explore a variety of information texts in reading and writing • write information clearly • use organisational strategies: headings, subheadings, paragraphs, captions <p>Explanations</p> <ul style="list-style-type: none"> • understanding the use of flow charts in explanatory texts • recognising verbs in the present tense • understanding the use of summaries in explanatory texts <p>Stories with familiar settings</p> <ul style="list-style-type: none"> • build up detail in the description of settings using adjectives and prepositions • identify stories with familiar settings • develop understanding of the structure of stories <p>Grammar, Punctuation and Spelling:</p> <ul style="list-style-type: none"> • speech marks to punctuation direct speech • understand the term and use of a “pronoun” including personal and possessive pronouns • understand and use commas in sentences • spell words ending with “y”, learn rules for adding “s”, silent letter words, compound words • consolidate cursive script
Mathematics	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive

	<p>integer scaling problems and correspondence problems in which n objects are connected to m objectives</p> <p>Money</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables <p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm) • Measure the perimeter of simple 2D shapes <p>Fractions</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
Physics	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • compare how objects move on different surfaces • know there are different types of contact and non-contact forces • understand the terms repulsion and attraction in magnets • investigate the effects of poles on magnets • group materials according to their magnetic and non-magnetic properties
Physics	<p>Light</p> <ul style="list-style-type: none"> • know that we need light to see things and that darkness is the absence of light • know that light is reflected • investigate shadows and how they change • know how light from the sun can be dangerous • carry out practical investigations and record evidence over time
Computing	<p>Unit 4 – Touch-typing Lesson Home, Top and Bottom Row Keys</p>

- Children understand the names of the fingers.
- Children understand what is meant by the home, bottom, and top rows.
- Children have developed the ability to touch type the home, bottom, and top rows.

Home, Top and Bottom Row Keys (Consolidation)

- Children can use two hands to type the letters on the keyboard.

Left Keys

- Children can touch type using the left hand.

Right Keys

- Children can touch type using the right hand.

Unit 5 – Email Lesson

Communication

- Children can list a range of different ways to communicate.
- Children can use 2Connect to highlight the strengths and weaknesses of each method.
- Extension: Children can order the various types of communication that have been used through history.

Composing Emails

- Children can open an email and respond to it.
- Children have sent emails to other children in the class.
- Extension: Children can use the search option in the address book to find a classmate when sending an email.

Using Email Safely: Part 1

- Children have written rules about how to stay safe using email.
- Children have contributed to classmates' rules.
- • Extension: Children understand the importance of draft.

Using Email Safely: Part 2

- Children have created a quiz about email safety which explores scenarios that they could come across in the future.
- Extension: Children create title screens for their quizzes explaining what the quiz is about, and how to play it.

Attachments

- Children can attach work to an email.
- Children know what CC means and how to use it.

Email Simulations

- Children can read and respond to a series of email communications.
- Children can attach files appropriately and use email communication to explore ideas.

	<ul style="list-style-type: none"> • Extension: Children know why the terms CC and BCC are used • Children understand when to use CC or BCC <p>Unit 6 – Branching Databases</p> <p>Introducing Databases</p> <ul style="list-style-type: none"> • Children understand how YES/NO questions are structured and answered. • Children have used YES/NO questioning to play a simple game with a friend. • Children can explain why they choose a particular question to split their database. • Extension: Children can begin to use ‘or more’ and ‘or less’ in their questioning <p>Branching Databases</p> <ul style="list-style-type: none"> • Children have contributed to a class branching database about fruit. • Children have completed a branching database about vegetables. • Extension: Children can edit and adapt a branching database to accommodate new entries. <p>Creating a branching database on the computer</p> <ul style="list-style-type: none"> • Children can choose a suitable topic for a branching database. • Children can select and save appropriate images. • Children can create a branching database. • Children know how to use and debug their own and others branching databases.
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Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

<p>YEAR A</p> <p>Spring : Leaders</p> <p>Main focus: History – the leaders of Ancient Egypt</p> <p>We will learn about an Ancient Civilisation and its leaders.</p> <ul style="list-style-type: none"> • understand how this period fits in with the chronological framework • identify similarities and differences between ways of life in different periods 	<p>YEAR B</p> <p>Spring : Water</p> <p>Main focus: History – Ancient Egypt and the River Nile</p> <p>We will learn about an Ancient Civilisation and how it depended on the River Nile.</p> <ul style="list-style-type: none"> • understand how this period fits in with the chronological framework • identify similarities and differences between ways of life in different periods
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<ul style="list-style-type: none"> • record with drawings and writing • describe of key events using historical vocabulary • make comparisons between different historical periods <p>Secondary focus: Geography- contrasting modern day Egypt with the UK</p> <ul style="list-style-type: none"> • describe the landscape of the country • compare locations using aerial photos/pictures e.g. population, temperatures etc • use and interpret maps, globes and atlases to locate countries and key features • know some of the similarities and differences between places • develop an awareness of how places relate each other 	<ul style="list-style-type: none"> • record with drawings and writing • describe key events using historical vocabulary • make comparisons between different historical periods <p>Secondary focus: Geography- River Nile</p> <ul style="list-style-type: none"> • describe the landscape of the country • compare locations using aerial photos/pictures e.g. population, temperatures etc • use and interpret maps, globes and atlases to locate countries and key features • know some of the similarities and differences between places • develop an awareness of how places relate each other
<p>Physical Education</p>	<p>Invasion Games (Hockey)</p> <p>Learning Outcomes: Develop their dribbling skills with a stick and/or a ball.</p> <ul style="list-style-type: none"> • To use space within the pitch area. • To develop knowledge of attacking whilst invading. • To consolidate dribbling with a football. To attempt to keep possession whilst dribbling. <p>Net Games</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To identify & describe some rules of tennis & badminton. • To consolidate the underarm serve technique. • To explore forehand hitting. • To move towards a ball or object before striking it. • To explore the 'serve' technique (volleyball/badminton).
<p>MFL</p>	<p>Colours and Numbers</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name and recognise up to ten colours in French. • Count from 1-10 in French.

	<p>Musical Instruments</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Name ten instruments in French. • Match all the new French words to the appropriate picture. • Remember the words for at least five instruments and their correct gender in French, unaided. • To say that they play an instrument of their choice correctly in French.
<p>PSHE</p>	<ul style="list-style-type: none"> • reflect on good and bad choices and the consequences • demonstrates that they recognise their own worth and that of others by making positive comments about themselves and classmates • have a greater understanding of some issues regarding communication and internet safety