

# Year 3 Curriculum Overview – Spring Term



English	<p><b>Text Level</b></p> <p>Fiction – I'll Take you to Mrs. Cole by Michael Foreman and An Egyptian Cinderella by Shirley Climo.</p> <p>Non Fiction – Instructions – How to Wash a Woolly Mammoth by Michelle Robinson</p> <p>Non- Chronological Report- The Nile</p> <p>Poetry – Kennings ( Animals)</p> <p><b>Writing Targets</b></p> <p><b>Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>-Use diagonal and horizontal strokes needed to join letters and understand which are best left unjoined.</li> <li>- Use prefixes and suffixes and understand how to add them to root words (e.g. dis-/mis-/re-,-ly).</li> <li>- Spell many common exception words (Y3/4 list).</li> <li>- Spell further homophones (e.g. here/hear, bury/berry, mist/missed).</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Use setting character and plot in stories, varying voice and intonation to create effects and sustain interest.</li> <li>- Use wider vocabulary and grammar in writing.</li> <li>-Recognise and use similes ( e.g. It was as fragile as a spider's web).</li> <li>- Write non-fiction, using simple devices to organise work e.g. headings, sub-headings).</li> <li>- Use expanded noun phrases to add detail and precision.</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>-Use a wider range of conjunctions (e.g. since, even though, until) to extend a range of sentences with more than one clause.</li> <li>-Use commas to mark clauses (e.g. when we arrived, it was almost midnight)</li> <li>- Begin to identify main and subordinate clauses (e.g. Maddy went to bed after brushing her teeth)</li> <li>-Use the perfect form of verbs (e.g. I have seen that film before)</li> <li>- Recognise and use different verb tenses.</li> </ul> <p><b>Greater Depth Writing Targets</b></p> <ul style="list-style-type: none"> <li>-Use dialogue to support characterisation and move the action on.</li> <li>-Considered word choice, especially verbs.</li> <li>- Proofread for spelling and punctuation errors, making corrections and revisions to own writing.</li> <li>- Use determiners a, an and the appropriately.</li> <li>-Evaluate own writing against the purpose, text, structure and audience. Make changes to improve effect.</li> </ul>	Mathematics
	<p><b>Number &amp; Place Value</b> - Compare and order numbers up to 1000, identify, represent and estimate numbers using different representations</p> <p><b>Addition &amp; Subtraction</b> - Add and subtract numbers mentally, including: a three-digit number and tens, add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction, solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p><b>Measure</b> - Measure, compare, add and subtract: lengths (m/cm/mm), measure the perimeter of simple 2-D shapes.</p> <p><b>Geometry</b> - Revision of the properties of 2D shapes, recognise angles as a property of shape or a description of a turn, identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p><b>Multiplication &amp; Division</b> - 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 that 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 integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><b>Fractions</b> - Recognise and use fractions as numbers, unit fractions and non-unit fractions with small denominators, recognise and show, using diagrams, equivalent fractions with small denominators, compare and order unit fractions, and fractions with the same denominators.</p> <p><b>Statistics</b> - interpret and present data using bar charts, solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts.</p>	

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	Spelling and Sounds - Spelling Shed		<p><u>Reasoning</u> – Test Technique &amp; Assessment Revision.</p> <p><u>Mental Arithmetic</u> – Based on targets set for Spring Term on Numeracy target cards (The Mental maths target cards are also on Y3 webpage).</p>
Science	<p><b>Rocks</b> The children will begin to name some types of rock and describe them in terms of their physical properties and appearance. They will also group rocks based on this criteria. The children will name the 3 types of rocks – sedimentary, metamorphic and igneous. They will also learn that soils are made from rocks and organic matter. They will then begin to describe, in simple terms, how fossils are formed.</p> <p><b>Plants</b> The children will explore the requirements of plants for life and growth and investigate the way in which water is transported within plants. They will begin to recognise the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	Religious Education	<ul style="list-style-type: none"> <li>Local Church – Community - Journeys</li> <li>Eucharist – Relating: Listening &amp; Sharing</li> <li>Lent/Easter – Giving</li> <li>Other Faiths – Islam</li> </ul> <p>For further details please refer to accompanying document 'Religious Education Spring Term 2024 Come and See at Home'.</p>
Computing	<p><u>Sequence in music</u> – This unit explores the concept of sequencing in programming through Scratch. Children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p><u>Branching databases</u> – Children will develop their understanding of what a branching database is and how to create one. They will gain an understanding of what attributes are and how to use them to sort groups of objects by using yes/no questions. Learners will create physical and on-screen branching databases. Finally, they will evaluate the effectiveness of branching databases and will decide what types of data should be presented as a branching database.</p>	History	<p><u>Ancient Egypt</u> Children will learn about Ancient Egyptian society and culture and why the River Nile was so crucial to their existence. They will discover who Pharaoh's were and what happened to them when they died. Also we will consider Egyptian Gods and Goddesses before evaluating the many great achievements of the Ancient Egyptians.</p>
French	<p><u>All About Me</u> Children will practice and extend their understanding of body parts in French. They will use previous knowledge of numbers and making nouns plural to give greater description. They will also practice and extend their understanding of descriptive language.</p>	PSHE	<p><u>Created to Love Others</u> Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.</p>

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<b>Music</b>	<p>Children will be taught to;</p> <p><u>Pulse</u> - Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and <math>\frac{3}{4}</math> using three different tempos.</p> <p><u>Rhythm</u> - Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet and minim rests. Pupils will use and improvise with body percussion.</p> <p><u>Melody</u> - Pupils will perform and improvise three notes from notation including simple rhythms and rests.</p> <p><u>Listening</u> - Pupils will identify and describe musical features from different traditions (focusing on folk) and sing heard melodies.</p> <p><u>Performance</u> - Pupils will use tuned percussion and the voice to perform and improvise three note melodies and simple rhythms.</p> <p><u>Singing</u> - Pupils will sing folk songs and will focus on rounds accompanied by ostinatos</p> <p><u>Composition</u> - Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests.</p>	<b>Physical Education</b>	<p><u>Netball</u> The class will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving. The children will learn how to keep possession and eventually score goals in small sided games.</p> <p><u>Dance</u> The children will begin to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. They will bring together the choreography to create a final performance in groups.</p> <p><u>Tennis</u> The children will explore a variety of tennis skills challenges to develop their racket control. They will develop the ability to play both forehand and back hand shots in game situations. The children will understand where and why we hit the ball in particular places on the court.</p> <p><u>Swimming</u></p>
<b>Art</b>	<p><u>Painting</u> The children will design and create patterns in nature. They will use the medium of paint to develop and share their ideas, experiences and imagination. Throughout the unit, they will develop a wide range of art and design techniques in using colour, pattern, tone, line and shape. The children will be encouraged to explore and experiment with paint to gain a deeper understanding of the colour theory. They will also learn about the work of a range of artists, specifically Charles Rennie Mackintosh.</p>	<b>Design Technology</b>	<p><u>Cooking &amp; Nutrition – Fruit Crumble</u> The children will build on their knowledge of fruit from EYFS and Y1 in D&amp;T and their knowledge of the world in geography by identifying fruits that grow in different climates and parts of the world. Building on their science understanding of plants pupils will investigate fruits from seeds. They will learn about seasonality of fruits in the UK and make choices after tasting some fruits and seasoning. They learn to conduct some simple market research and make a crumble based on their family preferences.</p>
<b>Geography</b>	<p><u>My Place in the World</u> Children will learn about the home nations that make up the UK including place features such as capitals, flags, landmarks and patron saints. Learners will find out about population, land use and weather. Children will develop an understanding of how migration has shaped the UK population and how tourism benefits and negatively impacts upon the UK. Children will be familiar with using world maps, atlases, 8 pointed compass directions, interpreting digital mapping, choropleth maps and climate graphs.</p>	<b>Events</b>	<p>February Thu (TBC) – Y3 Celebration of the Word Thu 19<sup>th</sup> – ICT Open Zone/ Library Visit Mon 24th – Fri 28th Feb – Half Term</p> <p>March Week beginning 2<sup>nd</sup> March TBC- World Book Day Celebrations 9<sup>th</sup> – 11<sup>th</sup> – Book Fair in school</p> <p>April Thu 2<sup>nd</sup> – Holy Week Mass Thu 2<sup>nd</sup> - Break up for Easter</p>

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## Key Information

### Things we will need to support teaching & learning:

- Listen to your child read their book each week and discuss the books they have read with them (talk about the plot, characters and what they like / dislike about the books etc ...). Please ensure that reading books are brought back to school each day. Once your child has finished their book they need to do a quiz at school to check their understanding.
- Practise spellings and mental arithmetic work sent home. Mental tests (Thursday) and Spelling will be on a Friday.
- Complete weekly Maths (My Maths or Times Tables Rockstars) and Literacy online homework (Spag.com, Spelling Shed) allocated each Friday.
- Bring everything they need for school e.g. reading books, spelling books (Friday).
- Early support in Literacy and Numeracy will increase progress and eventually give your child the confidence, skills and enthusiasm to become an independent learner.

Remember to check the school website to see what the children have been doing in school. Let's make it an enjoyable term.

Thank you,

Mr B. McVittie (Class Teacher)