



Year 3
Parent Curriculum Information
Spring Term 2024

English

<p>Class Novel 1: The Stolen Spear (Savour Pirota) Class Novel 2: The Boy Who Grew Dragons (Andy Shepherd)</p>	<p>Performance Poem: My Shadow (R L Stevenson) Poetic Form: Rhyme and Rhythm</p>
<p>Stone Age Boy <i>Appealing picture book with illustrations to support children's understanding. Develop children's vocabulary of the Stone Age period.</i> Written Outcome Adventure Narrative</p> <p>The Stone Age: Hunters, Gathers and Woolly Mammoths by Marcia Williams Live like a Hunter Gather by Naomi Walmsley <i>Books serve as the mentor text showing children examples of writing and presentation in non-chronological texts.</i> Written Outcome Non- chronological Text</p>	<p>Tell Me A Dragon by Jackie Morris <i>Descriptive, lyrical text and engaging illustrations help to engage the children and stimulate their ideas for writing.</i> Written Outcome Character Description Poetry – My Pet Dragon Exploring rhyme.</p> <p>Dare to Care: Pet Dragon by Mark Robertson <i>Engaging text which serves as the mentor text showing children examples of writing and presentation in explanation texts.</i> Written Outcome Explanation: How to care for your dragon</p> <p>Joan Proctor – Dragon Doctor by Patricia Valdez The Fossil Hunter by Kate Winter <i>Mentor text recounting key events. Encourages children to consider stereotypes and gender.</i> Written Outcome Biography</p>

Children will learn key objectives from the Year 3 national curriculum through these units of work. They will develop skills in reading comprehension, writing, vocabulary, grammar, punctuation and handwriting. In addition, children will have daily Sounds Write sessions to help them to apply their phonic knowledge to spelling.

Mathematics

<p>Angles</p> <ul style="list-style-type: none"> • Turns and angles • Right angles • Compare angles <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiples of 10 • Related calculations • Reasoning about multiplication • Multiply a 2-digit number by a 1-digit - no exchange • Multiply a 2-digit number by a 1-digit – with exchange • Link multiplication and division • Divide a 2-digit number by a 1-digit - no exchange • Divide a 2-digit number by a 1-digit – flexible partitioning • Divide a 2-digit number by a 1-digit – with remainders • Scaling • How many ways? • Correspondence problems 	<p>Length and Perimeter</p> <ul style="list-style-type: none"> • Measure in metres and centimetres • Measure in millimetres • Measure in centimetres and millimetres • Metres, centimetres and millimetres • Equivalent lengths (metres and centimetres) • Equivalent lengths (centimetres and millimetres) • Compare lengths • Add lengths • Subtract lengths • What is perimeter? • Measure perimeter • Calculate perimeter 	<p>Fractions</p> <ul style="list-style-type: none"> • Understand the denominators of unit fractions • Compare and order unit fractions • Understand the numerators of non-unit fractions • Understand the whole • Compare and order non-unit fractions • Fractions and scales • Fractions on a number line • Count in fractions on a number line • Equivalent fractions on a number line • Equivalent fractions as bar models
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Science		
<p>Forces and Magnets (complete)</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Rocks</p> <ul style="list-style-type: none"> • Compare and group together different kinds of rocks based on their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. 	<p>Light (Begin)</p> <ul style="list-style-type: none"> • Recognise that they need light to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change.
Physical Education (PE)		
<p>Hockey</p> <ul style="list-style-type: none"> • Begin to use simple tactics • Learn the rules of the game and begin to use them honestly • Dribble, pass, receive and shoot the ball with some control • Find space away from others and near their goal • Provide feedback using key words • Track an opponent to slow them down • Understand their role as an attacker and as a defender • Work co-operatively with their group to self-manage games 	<p>Dodgeball</p> <ul style="list-style-type: none"> • Learn the rules of the game and begin to use them to play fairly • Provide feedback using key words • Throw with some accuracy and begin to catch with some consistency • Understand the aim of the game • Work co-operatively with their group to self-manage games 	
<p>Dance</p> <ul style="list-style-type: none"> • Be respectful of others when watching them perform • Provide feedback using key words • Repeat, remember and perform a dance phrase • Use counts to keep in time with a partner and group • Use dynamic and expressive qualities in relation to an idea • Work with a partner and in a small group sharing ideas • Create short dance phrases that communicate the idea 		
Geography		History
<p>Mountains</p> <ul style="list-style-type: none"> • Discover how mountains are formed and locate where the major mountain ranges are in the world. • Investigate why mountains have their own climate and explore what life is like on mountains. • Investigate the importance of mountains to people and compare popular tourist destinations between seasons <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate Europe's countries (including the location of Russia), concentrating on their environmental regions and key physical characteristics. 	<p>Changes in Britain from Stone Age to Iron Age (Changes in Britain from the Stone Age to the Iron Age)</p> <ul style="list-style-type: none"> • Identify when the prehistoric period was and how we know about it. • Describe and compare what life was like in the Stone Age and Bronze Age. • Explore the impact iron had on life in Britain. 	

Religious Education (RE)	
<p>Christianity: Jesus' miracles <i>Could Jesus heal people? Were these miracles or is there some other explanation?</i></p> <ul style="list-style-type: none"> • Explore the life of key religious figures and make links with teachings and practices • Investigate and reflect on a range of religious responses to suffering, hardship and death • Explain different ways Christians might interpret one of Jesus' healing miracles 	<p>Christianity: Easter <i>What is 'good' about Good Friday?</i></p> <ul style="list-style-type: none"> • Explore the life of key religious figures and make links with teachings and practices • Explore the symbolic use of a range of objects, sounds, visual images and actions and consider the intended meaning they might have for believers • Explain why Christians see Jesus' death as 'good'
Computing	
<p>Programming Scratch</p> <ul style="list-style-type: none"> • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and outputs 	<p>Creating Media: Digital Imagery</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Solve problems by decomposing them into smaller parts • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
<p>When being online makes me upset</p> <ul style="list-style-type: none"> • Understand that being on the internet can affect my mood • Recognise steps to take in dealing with matters on the internet that upset me • Explore other methods to seek help when dealing with issues on the internet 	<p>Online Safety: Sharing of Information</p> <ul style="list-style-type: none"> • Understand what 'privacy settings' are Recognise that devices can communicate with one another to share personal information • Explain what 'autocomplete' is and how to choose the best suggestion
Art	Design Technology
<p>Prehistoric Art - Drawing, painting and working with charcoal and a prehistoric palette</p> <ul style="list-style-type: none"> • Know how prehistoric people made art and reflect this style in our artwork. • Scale up drawings and sketches in a different medium. • Apply and blend charcoal to create tone and texture. • Experiment with the pigments in natural products to make different colours of paint. • Create a textured surface which replicates a cave wall surface used in prehistoric art. • Explore textures and make choices about which we will use. • Develop painting skills through using a range of painting techniques. • Collaborate in small or large groups to create a joint piece of artwork. • Create positive and negative images using different painting techniques. 	<p>Digital World: Electronic Charm</p> <ul style="list-style-type: none"> • Identify a product that has developed over time and explain the digital revolution. • Suggesting a feature from the Micro:bit for the eCharm. • Writing a program that initiates a flashing LED panel and/or custom preset LED panel design on the Micro:bit when a button is pressed. Suggest where the errors are and explain the basic functionality of their finished program. • Suggesting and identifying key features for a pouch, developing design ideas with some thought to the overall theme and chosen user. Using a template when cutting and assembling the pouch with some support. • Following basic design requirements using computer-aided design by drawing at least one shape with a textbox and bright choice of colours. • Evaluating their own design, including a positive point and something they would like to include.

Music	
<p>Pentatonic melodies and composition: <i>Chinese New Year</i></p> <ul style="list-style-type: none"> • Revising key musical terminology • Playing and creating pentatonic melodies • Composing a piece of music using layered melodies. 	<p>Ballads</p> <ul style="list-style-type: none"> • Learn what ballads are • Learn how to identify their features • Learn how to convey different emotions when performing them.
French	
<p>Spring 1 complete: Describing me and others / Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this unit are: [a] [o] [e] [i] [u]; Silent Final Consonant [SFC] -t, -s, -d; Silent Final E [SFE]; [an/en]; open and closed [eu]; [ch] [au/eau/o/ô]; [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>	<p>Spring 2 begin: Saying what I and others do / Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>
PSHE+C	
<p>Dreams and Goals</p> <ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and off-line scenarios • Respect for myself and others • Healthy and safe choices