



## Curriculum Overview

### Year 3 Spring Term

Subject	Content
<b>Religious Education</b>	<p><b>Reconciliation</b></p> <ul style="list-style-type: none"><li>• know that human beings often have freedom to make choices</li><li>• understand the difference between a good and a bad choice and the consequences these bring</li><li>• know some teaching of Jesus about the forgiveness of sin when wrong choices have been made</li><li>• understand that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.</li></ul> <p><b>Lent</b></p> <ul style="list-style-type: none"><li>• know and understand that the Season of Lent is a time when Christians try to change to be more like Christ</li><li>• know some stories about Christ bringing change to the lives of people who were sick and in need.</li></ul> <p><b>Holy Week</b></p> <ul style="list-style-type: none"><li>• know that Holy Week celebrates the last week of the life of Jesus here on earth</li><li>• understand that the events of Palm Sunday and the Last Supper tell us about who Jesus is</li><li>• make some links between the Passover, the Last Supper and the celebration of Mass.</li></ul>
<b>Literacy</b>	<p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• making connections between discrete information to make inferences</li><li>• investigating the structure and features of non-fiction texts</li><li>• skimming and scanning texts to retrieve information</li></ul> <p><b>Writing:</b></p> <p><b>Letter writing</b></p> <ul style="list-style-type: none"><li>• understand the format of a letter</li><li>• know when to use the first person</li><li>• write in structured paragraph chunks: explaining, main details, closing statement</li></ul> <p><b>Reports</b></p> <ul style="list-style-type: none"><li>• plan using a mind map</li><li>• structure writing using: a question to introduce, subheadings, and labelled diagrams</li><li>• write information clearly in the present tense</li></ul>

	<p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• understand the format of instructions and how numbered points help the reader</li> <li>• use imperative verbs</li> <li>• understand the importance of clear sentences</li> </ul> <p><b>Grammar, Punctuation and Spelling:</b></p> <ul style="list-style-type: none"> <li>• speech marks to punctuation direct speech</li> <li>• understand the term and use of a “pronoun” including personal and possessive pronouns</li> <li>• understand and use commas in sentences</li> <li>• Spell words ending with “y”, learn rules for adding “s”, silent letter words, compound words</li> <li>• Consolidate cursive script</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• understand place value and rounding numbers to 10 and 100</li> <li>• understand and use mental calculation strategies</li> <li>• explore and investigate number using puzzles and problems</li> <li>• consolidate calculation strategies in addition and subtraction</li> <li>• understand and use calculation strategies in multiplication and division</li> <li>• solve money and real life problems using addition, subtraction, multiplication and division</li> <li>• recognise equivalence in fractions</li> <li>• measure capacity accurately and understand the units of measure</li> <li>• solve problems in the context of time and capacity</li> <li>• recognise and explore 3d shapes</li> <li>• recognise angles and explore direction using co-ordinates in the first quadrant</li> <li>• use frequency tables and bar graphs to gather and interpret data</li> </ul>
<b>Science</b>	<p><b>Biology: Animals including humans</b></p> <ul style="list-style-type: none"> <li>• know what animals and other living things need to stay alive</li> <li>• compare the observable features of a range of animals</li> <li>• know that humans are animals and have some common features</li> <li>• investigate the skeletons of different animals and understand the purpose of bones</li> <li>• know that movement requires the action of muscles</li> </ul>
<b>Computing</b>	<p><b>We are network engineers</b></p> <ul style="list-style-type: none"> <li>• describe the hardware that connects computers</li> <li>• understand how data is transmitted via the internet</li> <li>• consider ways to be safe and keep their data private on</li> </ul>

	<p>the internet</p> <p><b>We are communicators</b></p> <ul style="list-style-type: none"> <li>• develop a basic understanding of how email works</li> <li>• be aware of safety issues when using email</li> <li>• work collaboratively with a remote partner</li> </ul>
<b>Creative Curriculum</b>	<p>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.</p> <p>Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p> <p>(See Creative Curriculum Two Year Cycle).</p>
	<p><b>Spring : Water</b></p> <p><b>Main focus:</b> Design and Technology</p> <p>In this unit we will be developing children’s understanding of control through investigating simple pneumatic systems and designing and making a model of a monster that has moving parts controlled by pneumatics.</p> <ul style="list-style-type: none"> <li>• identify a purpose and establish criteria for a successful product</li> <li>• to make drawings with labels when designing and explaining their ideas</li> <li>• measure, mark out, cut, score and assemble components with more accuracy</li> <li>• to work safely and accurately with a range of simple tools</li> <li>• to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT</li> <li>• to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> </ul>
<b>Physical Education</b>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• swim on their front and back, using co-ordinated arm and leg actions</li> <li>• learn techniques to control their breathing while swimming</li> <li>• develop stroke technique in back crawl, front crawl and breaststroke</li> <li>• use personal survival techniques, including floating and sculling</li> <li>• identify aspects of their work that need improvement and suggest ways to practise</li> <li>• describe how swimming helps them to be fit and healthy</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• listen to the rhythm and mood of music and move with directed and improvised movement</li> </ul>

	<ul style="list-style-type: none"> <li>• create sequences of movement individually or with a partner</li> <li>• repeat and remember simple dance phrases</li> <li>• show increasing control and expression in movement</li> <li>• understand the importance of warming up and cooling down</li> <li>• talk about their own and others people's dances and suggest improvements</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• choose and plan sequences of contrasting actions using more of their own ideas</li> <li>• explain how strength and suppleness affect performance</li> <li>• suggest warm-up activities</li> <li>• compare and contrast gymnastic sequences, commenting on similarities and differences</li> <li>• with help, recognise how performances could be improved</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• reflect on good and bad choices and the consequences</li> <li>• demonstrates that they recognise their own worth and that of others by making positive comments about themselves and classmates</li> <li>• have a greater understanding of some issues regarding communication and internet safety</li> </ul>