



## 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>Myths and legends. Plan their writing by:</p> <ul style="list-style-type: none"><li>• Understanding what a legend is</li><li>• Beginning to understand, recognise and use the present perfect form</li><li>• Identify powerful adjectives and verbs in a written</li></ul>

description

Plays and dialogues. Plan their writing by:

- Listing features of play scripts
- Investigating the use of adverbs in play scripts
- Comparing the layout and punctuation of play scripts with dialogue
- Investigating the use of possessive apostrophes with regular and irregular plurals
- Understanding how a narrator in a play script can incorporate some of narrative prose

Stories by the same author. Plan their writing by:

- Answering questions about a range of books by one writer or illustrator
- Using complex and compound sentences in their own writing
- Using apostrophes to indicate missing letters in words.
- Using contractions in written dialogue.

Traditional poems. Plan their writing by:

- Performing poems with expression
- Listening to poems and relate them to their own experience
- Understanding that an adverbial can be moved around in a sentence for different effects.
- Identifying fronted adverbials.
- Writing sentences including adverbs and adverbials, including fronted adverbials

**Grammar, Punctuation and Spelling:**

- 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

	<ul style="list-style-type: none"> <li>• All standard 3 punctuation correctly used</li> </ul>
<b>Mathematics</b>	<p><b>Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers mentally, including: <ul style="list-style-type: none"> <li>– <i>a three-digit number and ones</i></li> <li>– <i>a three-digit number and tens</i></li> <li>– <i>a three-digit number and hundreds</i></li> </ul> </li> <li>• add and subtract numbers with up to three digits</li> <li>• estimate the answer to a calculation and use inverse operations to check answers</li> <li>• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• measure, compare, add and subtract: lengths (m / cm / mm); mass (kg / g); volume / capacity (l / ml)</li> <li>• add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and present data using bar charts, pictograms and tables</li> <li>• 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</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>]</li> <li>• compare and order unit fractions and fractions with the same denominator</li> <li>• solve problems that involve all of the above</li> </ul> <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>• compare and order numbers up to 1000</li> </ul>

	<ul style="list-style-type: none"> <li>• identify, represent and estimate numbers using different representations</li> <li>• read and write numbers up to 1000 in numerals and in words</li> <li>• solve number problems and practical problems involving these ideas</li> </ul> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Geometry: properties of shapes</b></p> <ul style="list-style-type: none"> <li>• draw 2-D shapes, and make 3-D shapes using modeling materials; recognise 3-D shapes in different orientations and describe them</li> <li>• recognise that angles are a property of shape or a description of a turn</li> <li>• 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</li> <li>• identify horizontal and vertical lines and pairs of perpendicular and parallel lines</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 the internet</li> </ul>

	<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. (See Creative Curriculum Two Year Cycle).</p> <p><b>Spring : Leaders</b>  <b>Main focus:</b> Art and Design- Portraits  In this topic we will experiment with paint, pattern and tone to produce portraits as well as learning about some portraits by famous artists.</p> <ul style="list-style-type: none"> <li>• can alter and refine their drawings and record ideas in a sketchbook</li> <li>• experiments with different sketching techniques creating line, tone and pattern</li> <li>• experiments with different effects and textures including blocking colours, washes and thickened paint</li> <li>• can talk about what they like and dislike about the portrait work of other artists</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>Net and Wall</b></p> <ul style="list-style-type: none"> <li>• keep up a continuous game, using a range of throwing and catching skills and techniques</li> <li>• use a small range of basic racket skills</li> <li>• choose and use a range of simple tactics for defending their own court and making it difficult for opponents</li> <li>• make up their own net games and keep the rules</li> <li>• recognise how net games make the body work</li> </ul>

	<p>talk about what they do well and recognise how they can improve</p> <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>