



Curriculum Overview

Year 3 Spring Term

Subject	Content
Religious Education	<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
Literacy	<p>Reading:</p> <ul style="list-style-type: none">• making connections between discrete information to make inferences• investigating the structure and features of non-fiction texts• skimming and scanning texts to retrieve information <p>Writing:</p> <p>Myths and legends. Plan their writing by:</p> <ul style="list-style-type: none">• Understanding what a legend is• Beginning to understand, recognise and use the present perfect form• Identify powerful adjectives and verbs in a written

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

	<ul style="list-style-type: none"> • identify, represent and estimate numbers using different representations • read and write numbers up to 1000 in numerals and in words • solve number problems and practical problems involving these ideas <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 that they know, including for two-digit numbers times one-digit numbers • 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>Geometry: properties of shapes</p> <ul style="list-style-type: none"> • draw 2-D shapes, and make 3-D shapes using modeling materials; recognise 3-D shapes in different orientations and describe them • recognise that angles are 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 • identify horizontal and vertical lines and pairs of perpendicular and parallel lines
Science	<p>Biology: Animals including humans</p> <ul style="list-style-type: none"> • know what animals and other living things need to stay alive • compare the observable features of a range of animals • know that humans are animals and have some common features • investigate the skeletons of different animals and understand the purpose of bones • know that movement requires the action of muscles
Computing	<p>We are network engineers</p> <ul style="list-style-type: none"> • describe the hardware that connects computers • understand how data is transmitted via the internet • consider ways to be safe and keep their data private on the internet

	<p>We are communicators</p> <ul style="list-style-type: none"> • develop a basic understanding of how email works • be aware of safety issues when using email • work collaboratively with a remote partner
<p>Creative Curriculum</p>	<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>Spring : Water</p> <p>Main focus: 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"> • identify a purpose and establish criteria for a successful product • to make drawings with labels when designing and explaining their ideas • measure, mark out, cut, score and assemble components with more accuracy • to work safely and accurately with a range of simple tools • to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT <p>to evaluate their product against original design criteria e.g. how well it meets its intended purpose</p>
<p>Physical Education</p>	<p>Swimming</p> <ul style="list-style-type: none"> • swim on their front and back, using co-ordinated arm and leg actions • learn techniques to control their breathing while swimming • develop stroke technique in back crawl, front crawl and breaststroke • use personal survival techniques, including floating and sculling • identify aspects of their work that need improvement and suggest ways to practise • describe how swimming helps them to be fit and healthy <p>Net and Wall</p> <ul style="list-style-type: none"> • keep up a continuous game, using a range of throwing and catching skills and techniques

	<ul style="list-style-type: none"> • use a small range of basic racket skills • choose and use a range of simple tactics for defending their own court and making it difficult for opponents • make up their own net games and keep the rules • recognise how net games make the body work <p>talk about what they do well and recognise how they can improve</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • choose and plan sequences of contrasting actions using more of their own ideas • explain how strength and suppleness affect performance • suggest warm-up activities • compare and contrast gymnastic sequences, commenting on similarities and differences • with help, recognise how performances could be improved
PSHE	<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