Year 3 Curriculum Overview - Spring Term 2019

English

* Focus on texts 'A Long Way Home' by Michael Morpurgo, 'One Plastic Bag' by Miranda Paul and 'The Earth and I' by Frank Asch
* Writing weather reports Creating holiday brochure based on a place in Europe
* Writing a persuasive speech about plastic pollution
* Poetry based on the effects of pollution
* Writing a commentary on a nature documentary
* Continuation of Year 3 spelling programme.

Maths

* Times Tables and how they link to division
* Fractions
* Place Value activities
* 3D & 2D shape
* Perimeter/area
* Reading scales
* Developing formal methods for all four operations
* Data Handling linked to science topic

Science

* Investigating Light and Shadows – reflections, how shadows are formed and recognise the sun can be dangerous and how we can protect ourselves from it.

R.E.

Muhammed and the Quran Study of Islam

Computing

* Using Google docs
* E-safety
* Databases

History

* To examine changes from Stone Age to Iron Age
* Examining archeological evidence to understand what happened to the 52 bodies found at Maiden Castle.

P.S.H.C.E.

* Road Safety
* Discussing feelings and relationships
*reflecting on the past term and thinking about goals moving forward.
* learning to value the environment

Art

* Look at how we can create shadow effects in our own sketching.
* Collage focus linked to the theme of pollution
* Plan, design and make a shadow theatre using lego.

Design Technology

* Plan, design and make a shadow theatre with puppets that tell a story with a message.

P.E.

* Swimming
* Gymnastics
* Dodgeball

Geography

* Investigating the weather (with a focus on Europe)
* Naming countries and capital cities in Europe
* A wider knowledge of continents and oceans of the world

* Recognise the similarities and differences between countries in Europe
* Use fieldwork instruments for measuring the weather
* Looking at pollution and the affect it has on oceans

Music

We will be working on a topic called '**Let your spirits fly**'. We will be listening to and appraising music from a range of genres e.g. R&B, Michael Jackson, Western Classical, Musicals, Motown, Soul
* Performing music using a range of percussion instruments
* Developing composition

French

* Learning about family
* Developing oral and written skills

English

See English reading end of year expectations here

See English writing end of year expectations here

Maths

See all maths end of year expectations here

Science

* To make and record prediction before testing.
To explain why they need to collect information to answer a scientific question.
* To make accurate measurements using standard units.
* To explain what they have found out and use own measurements to say whether it helps to answer questions.
* To explain the difference between transparent, translucent and opaque.
* To explain how bulbs work in an electrical circuit.
* To suggest improvements and predictions for further test.
* To explain why shadows change when the light source is moved closer or further from the object.

Computing

*To understand that computer networks enable the sharing of data and information.
*To use email and other tools to communicate online.
* To understand that the internet is a large network of computers and that information can be shared between computers.
* To select and use a variety of software to accomplish goals, with support.
* To use technology safely and respectfully, keeping personal information private.

* To use technology safely and recognise acceptable and unacceptable behaviour.
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* To know how to talk appropriately on the internet.

RE

*Can describe the key aspects of a range of religious celebrations, worship and rituals
* Can use some religious vocabulary when communicating their own knowledge and understanding
* Can identify how religious people, stories and traditions can influence the beliefs and values of others
* To know and understand what sacred text and other sources say about God, life and the world and how this is reflected in the lives of those with a religious faith commitment
* Can begin to question ideas about religion, life and the world expressing their own ideas and comparing them with those of other people

History

* To refer to more than one source of evidence for more accurate understanding of events.
* To ask a historically valid question about change.
* To use dates to place events, artefacts and historical figures on a timeline.

PSCHE

I have a deeper understanding of good and not so good feelings, and can explain the intensity of my feelings to others

I have a range of strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the

environment (including rail , water and fire safety)

I can reflect on and celebrate my achievements, identify my strengths, areas for improvement, set high aspirations and goals

Art

*To use a sketchbook for recording observations, for experimenting with techniques and planning out ideas.
*To use own sketch books to express feelings about a subject and to describe likes and dislikes.
*To experiment with different materials to create a range of effects and use these techniques in the completed piece of work.
*To use different grades of pencil shade, to show different tones and textures.
*To use the printed images taken with a digital camera and combine them with other media to produce art work
*To use IT programs to create a piece of work that includes own work and that of others (using web)
*To suggest improvements to work by keeping notes in sketch books.

Music

*Listen with direction to a range of high quality music.
To use musical words (the elements of music) to describe a piece of music and compositions.
*To use musical words to describe what they like and dislike.
*To find the pulse within the context of different songs/music with ease.
*To play clear notes on instruments.
*To understand that improvisation is when a composer makes up a tune within boundaries.
*To create accompaniments

for tunes.
*To sing a tune with expression.
* To play and perform in solo or ensemble contexts with confidence.

Languages

* To listen and show understanding of single words and familiar short phrases through physical response.
* To listen and identify words in songs and rhymes and demonstrate understanding . Listen and identify rhyming words and particular sounds in words.
*To recognise a familiar question and respond with a simple rehearsed response.
*To repeat words and simple phrases modelled by the teacher. Recall words and simple phrases. Use familiar vocabulary to say a simple sentence using a language scaffold.
*To identify individual sounds in words and pronounce accurately in sequence ; start to be able to blend and segment phonemes. Read and recognise some phonemes / graphemes in familiar words and pronounce when modelled; begin to observe silent letter rules.
*To read and show understanding of familiar single words and phrases.
*To use strategies for memorisation of vocabulary; eg mime and drama.
*To write single familiar words from memory with understandable accuracy.
*To write and say familiar words and phrases to describe people, places, things and actions using a model.
*To be aware of the form of word classes– nouns, adjectives, verbs and connectives and be aware of similarities in English. Understand determiner in English and apply to French words.

DT

*To create designs using annotated sketches, cross sectional diagrams
*To show that own designs meet a range of requirements.
*To make a product which uses both electrical and mechanical components.
*To safely measure, mark out, cut, assemble and join with some accuracy.
*To work accurately to make cuts and holes.
*To make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.
*To put together step-by-step plan which shows the order and also what equipment and tools they need.
*To investigate and analyse existing products and those he/she has made, considering a wide range of factors.