

# Curriculum Overview for Year 3: Spring Term

<p><b>Writing</b> <i>Empire's End by Leila Rasheed</i></p> <p><b>Skills:</b> Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings &amp; subheadings). Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place) Using and punctuating direct speech (i.e. inverted commas). Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b>Knowledge:</b> Explanation texts (Roman baths). Stories from different cultures Newspapers (Barbarian battles). Magazines/Persuasion (Visit Rome holiday brochure). Information texts/Non chronological reports (Mini book on Life of a Roman Soldier). Stories with a historical setting Poems to perform (Colosseum raps).</p>	<p><b>English</b></p> <p><b>Reading</b> <i>The Giant's Necklace by Michael Morpurgo</i> <i>Non-fiction texts based on the Romans</i> <i>Poetry exploring Volcanoes</i></p> <p><b>Skills:</b> Read aloud and understand words based on knowledge of root words, prefixes &amp; suffixes Read further exception words, including those with unusual spelling or sounds Check that a text makes sense, including explaining the meaning of words in context Draw inferences about feelings, thoughts &amp; motives Predict future events from details stated in the text Use dictionaries to check the meaning of words Identify and summarise the main ideas drawn from more than one paragraph Identify how language structure &amp; presentation contributes to meaning Use evidence to justify inferences Identify how language contributes to meaning Recognise some different forms of poetry Perform plays and poetry aloud using intonation, tone, volume and action</p> <p><b>Knowledge:</b> Develop an understanding of a wider range of fiction Comprehend new vocabulary Develop a wider vocabulary Know a wide range of poetry Develop a deeper understanding of the wider curriculum Romans &amp; volcanoes</p>	<p><b>Religious Education</b> <i>Inspirational People of the Past: Islam and Christianity</i></p> <p><b>Subject Endpoints</b> <b>Skills</b> Compare similarities and differences between religions. Research and explore the lives of religious figures Consider the meaning of religious stories Challenge personal views</p> <p><b>Knowledge</b> Understand why the Prophet Muhammad is important to Muslims Understand how Muhammad inspired people Know how and why Jesus inspired people Identify what makes a person inspirational</p>	<p><b>Art</b> <i>Still life drawing (drawing with a pencil)</i></p> <p><b>Subject Endpoints</b> <b>Skills</b> Understand and use a range of values. Understand how to create the illusion of form. Understand the difference between geometric and organic shapes/forms. Evaluate and analyse creative works using the language of art, craft and design. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Experiment, invent and create their own works of art, craft and design.</p> <p><b>Knowledge</b> Learn about great artists, architects and designers in history. Replicate Giorgio Morandi's work using grid drawing. Create a still life drawing of a Roman Helmet. Know how art and design both reflect and shape our history. Learn about great artists, architects and designers in history. Create sketch books to record their observations and use them to review and revisit ideas.</p>
<p><b>Measurement</b></p> <p><b>Knowledge</b> Understand mass and volume</p> <p><b>Skills</b> Measure volume and capacity in ML Add and subtract volume Read and write volume in ML &amp; L Read scales for G &amp; KG Solve problems involving mass, volume</p> <p><b>Statistics</b></p> <p><b>Knowledge:</b> Present data using picture graphs Interpret data using picture graphs</p> <p><b>Skills:</b> Create picture graphs Read and interpret bar graphs Use information in graphs to solve problems</p>	<p><b>Maths</b></p> <p><b>Time</b></p> <p><b>Knowledge:</b> Telling the time with AM and PM Telling time to the minute Use the 24hour clock Compare time in seconds, minutes and hours Convert time</p> <p><b>Skills:</b> Use time vocabulary Measure time in seconds Measure time in minutes Measure time in hours Solve time word problems</p> <p><b>Money</b></p> <p><b>Knowledge:</b> Consolidate understanding of coins and notes Develop knowledge of adding and subtracting money Apply new knowledge to solving problems involving money</p> <p><b>Skills:</b> Add money by counting on Add pence to make a pound Add different combinations of money to make an amount Add pounds and pence without renaming Subtract pounds and pence without renaming Subtract pounds and pence with renaming Solve word problems involving money</p> <p><b>Fractions</b></p> <p><b>Knowledge</b> Making pairs of fractions Explore equivalent fractions Know how to compare and simplify fractions</p> <p><b>Skills</b> Count in tenths Compare fractions with different denominators Find the simplest form of a fraction</p>	<p><b>Science</b></p> <p><b>Animals Including Humans (Nutrition and Muscles)</b></p> <p><b>Subject Endpoints</b> <b>Skills (Working Scientifically)</b> Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p><b>Knowledge</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p><b>Light</b></p> <p><b>Subject Endpoints</b> <b>Skills (Working Scientifically)</b> Ask relevant questions and using different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Look for patterns when a light source moves, an object changes or the distance differs.</p> <p><b>Knowledge</b> Explain what happens when light reflects off a mirror. Know why it's important to protect eyes from the sun/brightness. Recognise that they need light. In order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. 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 changes. Use straightforward scientific evidence to answer questions or to support their finding</p>	<p><b>Design &amp; Technology</b> <i>Cooking and Nutrition (Edible Garden)</i></p> <p><b>Subject Endpoints</b> <b>Skills</b> Use kitchen tools correctly prepare and make a tasty and nutritious drink. Prepare and cook/assemble a healthy and tasty meal using tomatoes as my main ingredient. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p><b>Knowledge</b> Name some herbs and know how to grow them. Explain what makes a diet healthy and varied and can cook a healthy balanced meal. Explain when, where and how strawberries are grown in the UK. Explain when tomatoes are in season in the UK and say where and how they are grown. Understand and apply the principles of a healthy and varied diet.</p>
<p><b>PE</b></p> <p><b>Athletic Activities (Gymnastics).</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focussed on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Knowledge</b> Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Invasion Games (Hockey)</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Look up whilst dribbling the ball. Push pass accurately. Tackle somebody and win the ball. Develop running, jumping and stick handling skills</p> <p><b>Knowledge</b> Build on and consolidate the application of principles suitable for attacking and defending. Use running, jumping and stick handling skills in isolation and in combination</p>	<p><b>Computing</b></p> <p><b>Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Collaborate with others to keep track of personal achievement. Compete with others (and the past self) at various fitness stations. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how</p> <p><b>Computing: Programming and Algorithms</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Understands that a computer program runs sequentially. Children can use the 'spin' tool to count through times tables. Describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row</p> <p><b>Knowledge:</b> Can collect and enter data within a spreadsheet. Use the graphing tool to create suitable graphical representations of the data they have within a table.</p> <p><b>Finding Out: Spreadsheets</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Sort objects using just 'yes' or 'no' questions. Explain why they choose a particular question to split their database. Use and debug their own and others' branching databases. Create a branching database of their choice</p> <p><b>Finding Out: Branching Databases</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Sort objects using just 'yes' or 'no' questions. Explain why they choose a particular question to split their database. Use and debug their own and others' branching databases. Create a branching database of their choice</p> <p><b>Online Safety 'We follow 'Education for a Connected World'.</b></p> <p><b>Privacy and Security</b></p> <p><b>Knowledge:</b> Know how personal online information can be used, stored, processed and shared. Develop both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p> <p><b>Online Reputation</b></p> <p><b>Knowledge:</b> Have strategies to manage personal digital content effectively. Health, well-being and life style.</p> <p><b>Knowledge:</b> The impact that technology has on health, well-being and lifestyle including understanding negative behaviours and strategies for dealing with them.</p>	<p><b>Geography &amp; History</b></p> <p><b>Violent Volcanoes</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Locate the countries of Europe. Use an atlas to find countries in Europe. Use an atlas to find the capital city of a country.</p> <p><b>Knowledge</b> Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn. Use geographical language to describe some aspects of human and physical features. Draw diagrams of volcanoes and produce writing, using the correct vocabulary.</p> <p><b>History</b></p> <p><b>Rampaging Romans</b> Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Rome.</p> <p><b>Subject Endpoints</b> <b>Skills</b> Identify primary and secondary source of information and give reasons. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe. Devise historically valid questions using a range of question types. Recall, select and organise information. Recognise that the past is represented and interpreted in different ways. Identify the key physical and human characteristics of countries and major cities. Describe places and features using simple geographical vocabulary.</p> <p><b>Knowledge</b> Place key events, people and changes of the Roman Empire into correct periods of time on a timeline. Use dates and the passing of time in Ancient Rome Sympathise with the ideas, beliefs, attitudes and experiences of the people during Ancient Roman times. Understand the social, cultural, religious and ethnic diversities in the past. Place growing Historical knowledge into different contexts. Identify and describe reasons for and against historical events, situations and changes. Make links between events and situations. Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p><b>Music</b></p> <p><b>Reggae and Bob Marley.</b> <i>Three Little Birds by Bob Marley</i></p> <p><b>Subject Endpoints</b> <b>Skills</b> Listen &amp; Appraise. Begin to recognise styles. Find the pulse. Recognise instruments, discuss, listen. Discuss other dimensions of music. Explore the link between sound and symbol.</p> <p><b>Knowledge</b> Singing: continue to sing learn about singing and vocal health Improvisation: continue to explore and create own responses melodies and rhythms. Composition: continue to create own responses, melodies and rhythms and record them in some way. Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>
		<p><b>Foreign Languages</b></p> <p><b>French</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Read carefully and show understanding of words, phrases and simple writing. Identify words/short phrases and recognise/compare different sounds. Read a wider range of words, phrases and sentences aloud. Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p><b>Knowledge</b> Identify French words for: family, animals, days, months, seasons and weather. Write some familiar words and phrases without help. Increase awareness of rules and patterns of language, along with the use of pronunciation and intonation to influence meaning.</p>	<p><b>PSHRE</b></p> <p><b>Healthy Me</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Identify how to stay safe</p> <p><b>Knowledge</b> Understand how exercise affects the body Know how calories, sugar and fat impact personal health Know how to take care of myself</p> <p><b>Dreams and Goals</b></p> <p><b>Subject Endpoints</b> <b>Skills</b> Recognise obstacles Know my preferred learning style <b>Knowledge</b> Know about a person who has overcome obstacles Identify dreams and ambitions Work out how to achieve goals Evaluate my own learning process</p>