

Curriculum Overview for Year 3: Spring Term

<p>Writing <i>Empire's End by Leila Rasheed</i></p> <p>Skills: 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 & 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>Knowledge: 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>English</p> <p>Reading <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>Skills: Read aloud and understand words based on knowledge of root words, prefixes & 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 & 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 & 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>Knowledge: 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 & volcanoes</p>	<p>Religious Education <i>Inspirational People of the Past: Islam and Christianity</i></p> <p>Subject Endpoints Skills 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>Knowledge 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>Art <i>Still life drawing (drawing with a pencil)</i></p> <p>Subject Endpoints Skills 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>Knowledge 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>Measurement</p> <p>Knowledge Understand mass and volume</p> <p>Skills Measure volume and capacity in ML Add and subtract volume Read and write volume in ML & L Read scales for G & KG Solve problems involving mass, volume</p> <p>Statistics</p> <p>Knowledge: Present data using picture graphs Interpret data using picture graphs</p> <p>Skills: Create picture graphs Read and interpret bar graphs Use information in graphs to solve problems</p>	<p>Time</p> <p>Knowledge: 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>Skills: Use time vocabulary Measure time in seconds Measure time in minutes Measure time in hours Solve time word problems</p>	<p>Science</p> <p>Animals Including Humans (Nutrition and Muscles) Subject Endpoints Skills (Working Scientifically) 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>Light Subject Endpoints Skills (Working Scientifically) 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>Knowledge 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 basic bones in a skeleton. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Skills Identify a light source Know that light is reflected from surfaces Know that shadows are formed when a light source is blocked Know we need light to see Know the dangers of the sun</p>	<p>Design & Technology <i>Cooking and Nutrition (Edible Garden)</i></p> <p>Subject Endpoints Skills 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>Knowledge 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>PE</p> <p>Athletic Activities (Gymnastics).</p> <p>Subject Endpoints Skills 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>Knowledge Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Invasion Games (Hockey)</p> <p>Subject Endpoints Skills Look up whilst dribbling the ball. Push pass accurately. Tackle somebody and win the ball. Develop running, jumping and stick handling skills</p> <p>Knowledge 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>Maths</p> <p>Fractions Knowledge Making pairs of fractions Explore equivalent fractions Know how to compare and simplify fractions</p> <p>Skills Count in tenths Compare fractions with different denominators Find the simplest form of a fraction</p> <p>Money</p> <p>Knowledge: Consolidate understanding of coins and notes Develop knowledge of adding and subtracting money Apply new knowledge to solving problems involving money</p> <p>Skills: 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>Computing</p> <p>Computer Science - Computing Systems and Networks - Connecting Computers Subject Endpoints This unit develops the children's understanding of digital devices, with an initial focus on inputs, processes, and outputs. It starts by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches. Knowledge Children will explain how a digital device works.</p> <p>Computer Science - Programming - Sequencing in Music Subject Endpoints This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. The children will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. Knowledge Children will understand the role of sequences in programming. Children will also apply stages of program design through this unit.</p>	<p>Music</p> <p>Reggae and Bob Marley. <i>Three Little Birds by Bob Marley</i> Subject Endpoints Skills Listen & 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>Knowledge 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>Geography</p> <p><i>Violent Volcanoes</i></p> <p>Subject Endpoints Skills 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>Knowledge 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. Identify and explain the 8 compass points. Identify the environmental regions of Europe by their environmental conditions such as climate, landforms and soil etc.</p>	<p>History</p> <p><i>Rampaning Romans</i></p> <p>Subject Endpoints Skills 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>Knowledge 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 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>Foreign Languages</p> <p>French</p> <p>Communicate with others using simple words, recognise familiar words and short phrases, read familiar words, write familiar words, understand noun gender and articles, use first person and high frequency verbs.</p> <p>Knowledge Say what instrument you want to play</p> <p>Remember and recall 10 action verbs from memory, put action verbs into positive and negative sentences</p>	<p>Les instruments & Je peux</p> <p>Subject Endpoints Skills Identify how to stay safe</p> <p>Knowledge Recognise obstacles Know my preferred learning style Know about a person who has overcome obstacles Identify dreams and ambitions Work out how to achieve goals Evaluate my own learning process</p>