

Year 3 - Miss Devi & Mr Johnson
Curriculum Overview
Second Half of the Spring Term 2021 - 2022

<u>English</u>	<u>Mathematics</u>	<u>Topic</u>	<u>Science</u>
<p><u>Poetry and Poets</u></p> <p><i>Books: Poetry Pie by Roger McGough</i></p> <ul style="list-style-type: none"> ● To explore and understand the importance of poetry as a genre. ● To know how to listen and respond to a wide range of poems from a single poet collection. ● To understand that poems are written for different reasons. ● To interpret poems for performance. ● To gain and maintain the interest of the listener through effective performance of poems. ● To be able to recognise different poetic forms, such as rhyming couplets, clerihews, riddles, concrete poems. ● To recognise how a poet uses poetry as a voice to express their own feelings and views. ● To draft, compose and write poems based on real and 	<p><u>Measurement</u></p> <ul style="list-style-type: none"> ● Tell and write the time from an analogue clock, including using Roman numerals from I to XII ● 12- hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute ● Record and compare time in terms of seconds, minutes and hours ● Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight ● Know the number of seconds in a minute and the number of days in each month, year and leap year ● Compare durations of events <p><u>Fraction</u></p> <ul style="list-style-type: none"> ● Add and subtract fractions 	<ul style="list-style-type: none"> ● To explore the origin of the ingredients of a school meal, identifying ingredients from the UK and those that do not come from the UK. ● To explore the location of non-UK food ingredients and understand how the climate and physical geography of a country affects the crops that are grown there. ● To understand that food crops are seasonal and that stocks can only be maintained by sourcing food from different areas. ● To design and make a tasty, healthy and nutritious school lunch with the lowest food miles. ● To learn to use known kitchen utensils safely including knives, peelers, chopping boards, graters etc. 	<ul style="list-style-type: none"> ● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ● Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ● Investigate the way in which water is transported within plants ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

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<p>personal experiences using language with intent for effect on the reader.</p> <p>Non-Fiction: Instruction texts Book: Making the past into presents by Jo Brooker</p> <ul style="list-style-type: none"> • Recognise the purpose of instructions. • Identify key features of instructions annotation examples. • Word bank of time conjunctions and imperative verbs and discuss how they affect clarity of instructions. • Identify any other support and layout features e.g. bullet points, pictures and suggest why they are used. • Following and evaluating sets of instructions can attempt to rewrite or improve given instructions. • Follow a set of incomplete instructions and try to complete-discuss how the lack of verbs and layout features might affect the 	<p>with the same denominator</p> <ul style="list-style-type: none"> • Within one whole Compare and order unit fractions, and fractions with the same denominators • Fraction number lines • Solve problems that involve all of the above. <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, using mental and progressing to formal written methods • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence 	<ul style="list-style-type: none"> • To understand the importance of good food hygiene to the production of safe food products. <p style="text-align: center;"><u>PHSE/RSHE</u></p> <ul style="list-style-type: none"> • Living in a wider world. • Belonging to community • Media literacy/digital 	<p style="text-align: center;"><u>PE</u></p> <ul style="list-style-type: none"> • To learn the rules of dodgeball and apply them to a game situation. • To develop throwing at a moving target. • To use jumps, dodges and ducks to avoid being hit. • To develop catching a dodgeball at different heights. • To learn how to block using the ball.
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<p>success.</p> <ul style="list-style-type: none"> • Write your own instructions for making a specific object. Could make it into a class book and follow each other's instruction examples. <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Introduces inverted commas to punctuate direct speech. • PUNCTUATION inverted commas for speech . • CONJUNCTIONS while, so, because. • PUNCTUATION exclamation marks and question marks <p><u>Computing</u></p>	<p>problems in which n objects are connected to m objects</p> <p><u>Statistics</u> -</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><u>Number</u></p> <ul style="list-style-type: none"> • Solve number and practical problems that involve all of the place value ideas <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Properties of shapes • Make 3-D shapes using modelling materials • Recognise 3-D shapes in different orientations and describe them 	<ul style="list-style-type: none"> • Money and work 	<ul style="list-style-type: none"> • To understand the rules of dodgeball and use them to play in a tournament. <p><u>Real PE</u></p> <ul style="list-style-type: none"> • I can roll a ball up and round my body standing or sitting with 1 hand in contact. • I can transfer the ball from one hand to the other where appropriate. • I can take the ball around 1 leg (standing with legs apart). • I can make my own rules and versions of activities. • I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. • I can begin to compare my
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<p>Section 1.01 <u>Introduction to Databases</u></p> <ul style="list-style-type: none">● Materials and their properties● Looking at Information● Using simulations in the form of a database● Data Base on Materials● Collating information for Database <p><u>French</u></p> <p>Les Animaux</p> <ul style="list-style-type: none">● Identify animals and pets● Recognise and use numbers 11–20● Give someone’s name			<p>movements and skills with those of others.</p> <ul style="list-style-type: none">● I can select and link movements together to fit a theme.● I can explore and describe different movements.● I can stand holding my partner with two hands (hold wrists), then one hand and lean back with a long base for my feet.● I can stand with a long base and lean back while holding both hands then just 1.● I can stand with a short base (toes touching), lean back while holding with both hands, hold the balance and then move back together.● I can make my own rules and versions of activities.● I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.
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<ul style="list-style-type: none">• Describe someone			<ul style="list-style-type: none">• I can begin to compare my movements and skills with those of others.• I can select and link movements together to fit a theme.• I can explore and describe different movements
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