

Year 3 – Mrs Metcalf and Mr Horry
Curriculum Overview
Spring One 2023 – 2024

<u>English</u>	<u>Mathematics</u>	<u>Science</u>	<u>Religious Education</u>
<p>This half term will focus on two books: Coming to England and The Proudest Blue. We will;</p> <ul style="list-style-type: none"> - Explore characters in historical settings. - Empathise with characters in historical setting. - Recognise and celebrate the differences within individuals and cultures. - Use illustrations to gather inference about character's thoughts and actions. - To listen to and discuss a wide range of fiction, non-fiction, plays and poetry. - To draft and write by: - Organising paragraphs around a theme. - Rehearsing sentences orally building up a richer vocabulary. - Proof-read and edit for spelling and punctuation mistakes. <p style="text-align: center;"><u>RSHE</u></p> <p>Belonging to a community</p> <ul style="list-style-type: none"> - The value of rules and laws; rights, freedoms and responsibilities. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> - How the internet is used; assessing information online. <p>Money and Work</p> <ul style="list-style-type: none"> - Different jobs and skills; job stereotypes; setting personal goals. 	<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 (KPI) -recognise the place value of each digit in a three-digit number (hundreds, tens, ones) -compare and order numbers up to 1000 -read and write numbers up to 1000 in numerals and in words -solve number and practical problems <p>Geometry</p> <ul style="list-style-type: none"> –properties of shapes -recognise angles as 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 <p>Addition and subtraction</p> <ul style="list-style-type: none"> -add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds -add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction -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 -2/3 days</p>	<p>Plants</p> <ul style="list-style-type: none"> -To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -To 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 -To investigate the way in which water is transported within plants -To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p style="text-align: center;"><u>PE</u></p> <p>Dance</p> <p>THEME: Machines</p> <ul style="list-style-type: none"> -To create actions in response to a stimulus and move in unison with a partner. -To create actions to move in contact with a partner or interact with a partner. -To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. <p>THEME: Forces and Magnets</p> <ul style="list-style-type: none"> -To work with a partner to choose actions that relate to an idea. <p>THEME: Seasons</p> <ul style="list-style-type: none"> -To remember and repeat actions, using dynamics to clearly show different phrases. -To choose actions which relate to the idea, using space and timing to make my work look interesting. <p>THEME: Romans</p>	<p>What do Sikh's believe? (6 weeks)</p> <ul style="list-style-type: none"> - To know that Sikhism is one of the main religions of the world and to reflect on the Sikh statements of belief and compare with those of other faiths. - To know about Guru Nanak and his importance in the Sikh faith and to talk about what a leader is and their special qualities. - To know the story of the founding of the Khalsa and to reflect on the beliefs that Sikhs have about joining the Khalsa and compare to their own experiences of belonging. - To know about the Amrit ceremony and ask questions about what it means to belong to a religion and suggest answers that a Sikh might give and that they would. - To know the symbolism of the 5 Ks and their importance for Sikhs. <p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> - To sing the song - To work together in a band/ensemble. - To develop creativity through improvising and composing within the song. - To understand the geographical origin of the music and in which era

	<p>-measure, compare, add and subtract with mass</p> <p>-solve word problems with mass</p> <p>-estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours</p> <p>-use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight</p> <p>Multiplication</p> <p>-recall and use multiplication and division facts for the 3, 4 and 8 times tables</p> <p>Fractions</p> <p>-count up and down in tenths</p> <p>-recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>-also bring in measurements</p> <p>-recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>-solve problems that involve elements from fractions</p>	<p>-To understand and use formations, choosing poses which relate to the stimulus.</p> <p>-To use transitions and changes of.</p> <p><u>Topic</u></p> <p>City and Countryside – How we use the land.</p> <p>- Geographic regions of UK – the impact on farm/food production of the physical geography. The impact of physical geography on local economies. Mapping the UK. Study of urban and rural landscapes (UK food production)</p> <p><u>Computing</u></p> <p>Coding 2: Conditional events</p> <p>-design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>-use sequence, selection, and repetition in programs</p> <p>-work with variables and various forms of input and output</p> <p>-Children learn to code with 'if' statements, which select different pieces of code to execute depending on what happens to other objects</p> <p>-Children will make objects move using a variety of inputs, before creating other actions as a result</p> <p>-Children will start to design backgrounds for their apps (Software – Espresso Coding)</p>	<p>it was composed.</p> <ul style="list-style-type: none"> - To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. - To understand and use 1-3 notes (C,D,E) while improvising and composing. - To recognise the style of the music and to understand its main style indicators. - To play the accompanying instrumental parts (optional) with or without notation. - To understand and use general musical vocabulary and specific vocabulary linked to the song <p><u>French</u></p> <p>Mons Corps</p> <ul style="list-style-type: none"> - To identify parts of the body - To describe eyes and hair appearance - To recognise days of the week - To give basic character descriptions
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