Curriculum Information
Year 3
Spring Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Various styles of writing:** Fiction Genre: Narrative FocusTexts: The Pied Piper by Michael Morpurgo Non-fiction writing FocusTexts: The Pied Piper by Michael Morpurgo Poetry :Clerihew FocusTexts: The Pied Piper by Michael Morpurgo	• Use paragraphs to organise ideas around a theme • Use fronted adverbials • Use commas after fronted adverbials. • Place the possessive apostrophe accurately in words with regular plurals • Write a rhyming couplet • Use rhyming words. • Understand the rhythm used in rhyming poems. • Perform a poem. • Write noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. • Use bullet points • Write in chronological order. • Use past and present tense. • Use synonyms in their writing. • Use a coordinating and subordinating conjunction in their writing. • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example,	• Work collaboratively to create pieces of drama and perform a poem. • Develop mutual respect when listening to other people's pieces of writing • Think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances.	• Hot seat a character and write open and closed questions • Write a diary entry as a character from the story using senses. • 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. • Write a letter clearly, accurately and coherently, adapting their language and style. • Make inferences about characters feelings, thoughts, and motives from their actions. • Make predictions about what the characters will do next.

		then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]		• Understand the vocabulary an author uses and its purpose and context. Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Discuss and clarify the meanings of words, linking new meanings to known vocabulary • Read books that are structured in different ways and read for a range of purposes. • Use dictionaries to check the meaning of words that they have read. • Ask questions to improve their understanding of a text • Predict what might happen from details stated and implied • Retrieve and record information from non-fiction. • Identify themes and conventions in a wide range of books • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

				• Discuss words and phrases that capture the reader's interest and imagination • Recognise some different forms of poetry.
MATHS	**Multiplication and Division** **Fractions** **Mass and capacity**	• Consolidate 2,4 and 8 times-tables • Multiplying 2 digits by 1 digit without exchange • Divide 2 digits by 1 digit • Dividing with remainders • Measuring lengths using m, cm and mm • Finding equivalent lengths • Adding and subtracting lengths • Measuring and calculating perimeter of a shape • Finding Halves, Quarters, Thirds. • Find Equivalents • Counting in Fractions • Identifying unit and non-unit fractions. • Understand what a given number of grams can look and feel like. • Read a variety of different scales and compare to number lines	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Use the formal methods for calculations • Solve number problems • Multiplication and division facts • Using different equipment for measuring and applying suitable units of measure. • Understanding calculations required to answer worded problems. • Recognising that there is 100p in £1 and use this regularly. • Reading Graphs • Recognising 10mm = 1cm, 100cm= 1m and the same for Litres. • To know the perimeter is the distance around the outside of a shape. • Use of times tables to support knowledge around Fractions.
RE	**Christmas** **Preparing for First Holy Communion** **Prayer** **Lent**	• What is Faith? • Why do we go to Mass? • What is sin? • What is conscience?	• Reflect on own lives and how children can be more like Jesus	• Group work • Discussion • Thinking skills • Empathetic writing

		• What is our moral code? • What are the different types of Sin? • What is absolution? • What do we say and do before/ during/ after confession? • What are the Corporal and Spiritual works of Mercy? • What is worship? • What is the effect of the sacrament of the Eucharist? • How do we participate in Jesus' Last Supper and his sacrifice during the Mass? • What happens during the consecration? • What did St Cyril of Jerusalem tell candidates they should do to prepare to receive Holy Communion?	• Developing an awareness of a sense of God and the way God acts in our lives • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives • Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds. • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.	• Interpreting symbolism • Sequencing skills

PE	**Netball** **Tag rugby** **Indoor athletics** **Handball**	**Netball** - To know to receive a ball making the 'W' shape with my hands. - To know how to pass the ball keeping their elbows in. - To know how to perform a stride stop with some control. - To know to dodge into a space and attempt to receive a ball. - To sometimes dodge into a space. - To know how to mark their partner, sometimes keeping on the balls of their feet. - To know how to mark their partner and keep on the balls of their feet. - To know to bend their knees and push a ball high in the air. - To know how to play and accept the rules; competing fairly, being gracious in victory and defeat most of the time. **Sportshall Athletics** - To know how to co-ordinate the steps on the 5 strides. - To know how to complete each test with confidence, measure and record one another's scores and support others when attempting tests. - To know how to continue speed bounce for the 30 seconds without stopping keeping my body upright to help with balance. - To know to use my arms and legs together to increase power. - To know to compete with determination and confidence and record my results. - To compare and improve my performance to get two or more Personal Bests. **Tag Rugby**	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity • for self-reflection, awareness and challenge.	To be able to adhere to some of the basic rules of netball To develop a range of skills to use in isolation and a competitive context To use basic skills with more consistency including throwing and catching a ball Play in competitive games developing simple tactics. Master basic movements including running, throwing andcatching Work collaboratively to use basic tactics for playing in a team Send and receive balls in a variety of situations Play in competitive games developing agility. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations.

		- To know to sometimes tag another player when moving. - To know to pass a ball backwards or sideways with some control. - To know to sometimes pass a ball backwards or sideways with some control when moving. - To know to score a try unopposed at speed. - To know to play and accept the rules; competing fairly, being gracious in victory and defeat most of the time **Handball** - To know how to throw and receive a handball - To know basic throwing and catching techniques - To know some basic defensive techniques - To know some basic rules of handball		
ICT	**Sequencing sounds** **Branching database**	• Creating sequences in a block-based programming language to make music. • Building and using branching databases to group objects using	• Listen and respond appropriately to the views of others, when working as part of a team.	• To know programming environments • To know that commands have an outcome

		yes/no questions		• To know that a program has a start • To know that sequence of commands have an order • To know how to change the appearance of a project • To know how to create a project. • To know the difference between an open and closed question • To know attributes needed to collect data • To know what a branching database is • To know why a database needs to be structured

MFL	**Seasons** **Fruits**	• Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Name and spell all four seasons in French • Write a short phrase about one season. • Write which is my favorite season in French	• Understand and explore different cultures • Understand French traditions • Consider why it is important to respect different cultures and their traditions.	• Listen attentively and engage in conversations • To speak in sentences • To write the date using names of the days and months • To write familiar simple words from memory. • To read aloud familiar words or phrases in chorus. • To use correct pronunciation when speaking.

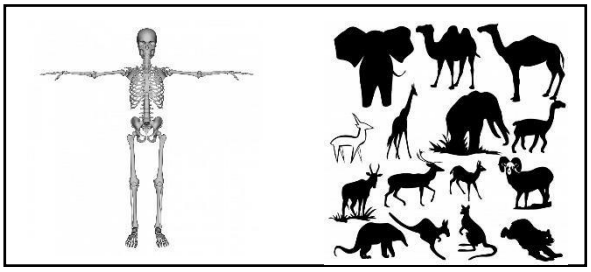
Music	**Reggae**	• Know the key of D • Know the notes C+A • Know the melody for C, D, E, G, A + Bb • Know what a Semibreve, Rest, Crotchet and Minim is. • Know how to improvise with C, D, E • Know how to compose with C, D, E and F • Know the style of the five songs. Choose one song and be able to talk about: Its lyrics: what the song is about; any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), • Identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song. • Talk about singing in a group can be called a choir • Know songs can make you feel different things e.g. happy, energetic or sad.	• Think about what the words of a song mean. • Take it in turn to discuss how the song makes them feel. • To listen carefully and respectfully to other people's thoughts about the music.	• Improvise. • Use your instruments, listen and play your own answer using two notes: C and D. • Compose using the notes C, D, E, F + G • Confidently identify and move to the pulse. • Find the rhythm and copy back. • Pitch and copy back using two notes • Sing in unison and in simple two-parts. • Demonstrate a good singing posture. • Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Talk about the musical dimensions working together in the Unit songs. • Have an awareness of the pulse internally when singing.

Year 3 - Extreme Survival

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know what a climate zone is. To know what the term 'biome' means and the different types of biome. To know the location and name of some of the hottest and coldest places on earth. To know why some places are very cold and some very hot. To name animals and vegetation living in a polar and desert region. To know what life is like for animals, people and vegetation living in places of extreme heat and cold. To know some of the ways people survive in extreme conditions. To know the importance of shelter, food and clean water as the basis of survival. To know what is meant by global warming.	**Knowledge** To know how desert and polar regions have changed over time. To know how animals have adapted to polar conditions over time. To know how animals have adapted to desert conditions over time. To know who Robert Scott is and why he is famous. To know the date of his expeditions. To know who Inuit people are. To know what life is like for Inuit people and make comparisons with their own lives.
Skills To use globes, atlases and digital computer mapping to locate biomes and areas of extreme heat and cold. To use photographic evidence to raise questions about climate. To describe and compare key aspects of physical geography including climate zones and biomes. To describe geographical similarities and differences between countries. To describe the features of polar and desert regions. To explain how the lives of people living in polar and desert climates differ to their own. To ask and answer questions about the physical and human characteristics of a location. To use fieldwork to observe, measure and record physical features in the local area.	**Skills** To generate questions to find out about events in the past. To compare past and present. To conduct research about a famous expedition using a range of sources. To investigate climate change in history and make conclusions. To compare the expeditions made by Robert Scott and Roald Amundsen (Year 1). To question why their missions succeeded or failed. To understand and explain why animals have become endangered. To compare famous historical explorers to present day explorers. To compare their lives with people in the Artic.
Art	**Technology**
Knowledge To know how to create different moods with colour. To know how to mix colours effectively. To know the difference between hot and cold colours. To know how a specific paintbrush can affect the painting. To know how to create layers on a painting. To know about Diana Van and her desert landscape artwork. To know how artists, use colour and texture to convey the mood and atmosphere of different places.	**Knowledge** To understand some of the foods which provide energy. To know what foods are needed to keep healthy. To know what a high-energy snack is. To know the different food groups. To know the ingredients needed to make their energy snack. To describe how their energy bar is made. To know how to measure ingredients. To use the correct technical vocabulary.
Skills To To mix colours, shades and tones effectively with paint. To use a variety of colours to create moods within a painting. To select and arrange materials for striking effect. To create different effects and textures with paint. To blend colours together appropriately. To use a developed colour vocabulary.	**Skills** To plan and prepare an energy snack bar. To select appropriate materials and explain their choices. To prepare a range of ingredients hygienically using appropriate utensils. To be able to use a range of cookery skills needed to create their energy bar. To evaluate the product against the original design criteria. To follow safety and hygiene procedures.

Year 3 Animals Including Humans Spring 1 and 2



This half term I will learn the following skills and knowledge:

Science	
Knowledge	**Skills**
To know that animals and humans need the right types and amounts of nutrition. To know the types of food needed for a nutritious, balanced diet. To know that animals and humans cannot make their own food and that they get nutrition from what they eat. To know the main bones associated with the human skeleton. To know that different organs of the body have special functions. To know that exoskeleton is external skeleton that consists of a hard encasement on the surface of an organism. To know that an endoskeleton is a skeleton that consists of hard, mineralized structures located within the soft tissue of organisms. To know that animals and humans have muscles for movement.	To compare how plants and humans obtain food. To explain how living things obtain food. To state why animals including humans need the right type of nutrients. To identify differences and similarities related to simple scientific processes by grouping animals according to their diets. To investigate skeleton types. To sort animals based on their skeletons. To examine how muscles work. To set up simple practical enquiries. To investigate pairs of muscles. To record findings using simple scientific language by writing results of the practical investigation.

Year 3 - China

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know where China is in the world. To develop a knowledge of who lives in China. To know and name the main attractions and landmarks in China. To know some of the wildlife unique to China. To know why the 'Huang He' or Yellow River is so important in the Shang Dynasty. To name some famous landmarks in China and know where these are located.	**Knowledge** To know about a civilization from the past. To know how to interpret life in the past. To know why the Oracle bones are important. To know the Chinese creation story. To know who Shang Di was. To know where you would place the Shang Dynasty in time. To know how children are educated in China.
Skills To use globes, world map and Google Earth to locate China. To locate some famous landmarks in China on a map, atlas, google earth. To locate the Yellow River on a map of China. To explore the importance of the Yellow River. To make comparisons between the UK and China. To investigate the wildlife that live in China.	**Skills** To explore and discuss the Shang Dynasty of Ancient China. To generate questions to find out about events in the past. To research using a range of sources. To explore sources of historical evidence. To be able to place events in chronological order. To investigate and discuss the different people that make up China. To make comparisons between education in England and in China.
Art	**Technology**
Knowledge To know key facts about Henri Rousseau. To know the style of artwork Rousseau created. To know that 'The tiger in a tropical storm' is an oil painting. To know how artists, use colour and texture to convey the mood and atmosphere of different places. To know what 'collage' is and how it is created. To know what the willow pattern is and how it came about.	**Knowledge** To name different types of stitches and know how to do them. To know how to thread a needle. To know how to securely join 2 pieces of fabric together. To understand the need for patterns and seam allowances. To know and use technical vocabulary related to the project.
Skills To discuss artwork and record my ideas and opinions. To use oil pastels to create different effects. To create a piece of artwork in the style of Rousseau using oil crayons. To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. To create own artwork using the Willow Pattern.	**Skills** To generate ideas and produce annotated sketches, mock-ups and pattern pieces. To use templates for marking out. To select and use a range of appropriate tools with some accuracy to cut, join and finish. To use a range of stitches to join and finish. To use decorative finishing techniques. To evaluate my product against the original design criteria.