

Year 3 Curriculum Overview

Cycle A, Spring 1 2024

Reading	Writing	Maths	Science	Geography
<p>Text: A range of instruction texts</p> <p>Key Learning: Word Reading Clarify Respond and Explain Inference Select and Retrieve Monitor and Summarise</p> <p>Text: A range of newspapers</p> <p>Key Learning: Inference Select and Retrieve Themes and Conventions Word Reading Clarify Monitor and Summarise</p> <p>Text: George's Marvellous Medicine</p> <p>Key Learning: Language for effect Word Reading Inference Select and Retrieve Respond and Explain Monitor and Summarise Clarify</p>	<p>Text: Charlie and the Chocolate factory</p> <p>Core Outcome 1 : A newspaper report about an event within the story. Core outcome 2: A description of a setting</p> <p>Key Learning: Use expanded noun phrases to build a description. Expand language and use it appropriately in my writing. Use correct speech punctuation. Organise writing into paragraphs with the same theme or subject. Extend the range of sentences we use by using sentences with more than one clause.</p> <p>Text: George's Marvellous Medicine by Roald Dahl</p> <p>Core Outcome: A magical set of instructions for a recipe. Foundation Outcome: A basic recipe for a known recipe.</p> <p>Key Learning: Rehearse sentences orally developing a varied and rich vocabulary before writing them. Make specific vocabulary choices (eg. Fry instead of cook) Use fronted adverbials (Carefully, Next, After five minutes,) Vary the types of sentences we use in our writing. (Command, exclamation, question)</p>	<p>Key Learning: Recognise and use unit fractions as numbers (on a number-line) Compare and order unit fractions Recognise and show, using diagrams, equivalent fractions with small denominators (construct 'fraction families as bar models e.g. whole / half/ quarters, eighths; whole/ thirds/ sixths etc) Add and subtract fractions with the same denominator within one whole e.g. $5/7 + 1/7 = 6/7$ (represent/ interpret using bar models and number lines) Solve problems that involve all of the above Recognise angles as a property of shape Recognise that two right-angles make a half-turn Recognise that three right-angles make three-quarters of a turn and four, a complete turn Identify whether angles are greater than or less than a right angle</p>	<p>Key Learning: Recognise that solids, liquids and gases have similarities and differences Sort states of matter according to their properties Use role play to understand the behaviour and structure of particles in solids, liquids and gases Investigate the melting points of different chocolate</p> <p>Knowledge and skills: Properties of solids, liquids and gases: Materials can be divided into solids liquids and gases. Solids hold their shape unless forced to change. Liquids flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. Gases move everywhere and are not held in containers by gravity. Changing state: Heating causes solids to melt into liquids and liquids to evaporate to gases. Cooling causes gases to condense to liquids and liquids to freeze to solids. Melting, freezing, boiling and condensation temperatures: Different substance change state at different temperatures but the</p>	<p>Enquiry Question: Which biome is the easiest to live in and why?</p> <p>Key Learning: Use maps to identify and locate key places and areas. Use the four points of the compass to navigate areas on a map Use and understand symbols for mapping.</p> <p>Knowledge and skills: That the world's land can be split into key biomes that each have different traits. Use knowledge of physical geography to describe and compare biome patterns.</p>

			<p>temperatures at which given substances change state are always the same.</p> <p>Melting temperature: The temperature at which a substance melts from a solid to a liquid is the same at which it freezes from a liquid to a solid. The temperature at which a substance boils from a liquid to a gas is the same at which it condenses from a gas to a liquid. Liquids evaporate slowly, even below their boiling temperatures.</p>	
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RE	PSHE	Design Technology	Music	PE	MFL (French)
<p>Concept: Freedom</p> <p>Theme/Unit: Pesach, Festival of Passover</p> <p>Questions: What does 'freedom' mean? How do Jews celebrate their religious freedom? What is my opinion of The Seder meal representing a Jews religious freedom? What does freedom mean to me? On what occasions and in what situations is freedom significant? What examples of a lack of religious freedom can I think of?</p>	<p>Enquiry Question: How can I keep myself safe?</p> <p>Key Learning: Know ways to keep ourselves safe and recognise unsafe situations Understand the difference between danger and risk and how to eliminate danger Understand the differences between medicines and drugs and the impact of alcohol on a person's health Know ways to keep safe online, protecting personal information</p> <p>Knowledge: What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>Enquiry Question: What is the secret to sandwich success?</p> <p>Key Learning: Generate ideas and develop design criteria for an appealing product for a user and purpose (healthy sandwich). Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select from a range of ingredients to make appropriate food products. Carry out and record evaluations of a variety of ingredients and products.</p> <p>Knowledge/understanding: Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches, appropriate information and communication technology, to develop and communicate ideas. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products,</p>	<p>Unit Name: Composing using your imagination</p> <p>Key Learning: Play and sing in time signatures 2/4, 3/4, 4/4. Copy repeat and improvise rhythmic patterns using crochets and minimums, quavers and rests. Recognise and move to the beat. Begin to identify pitched notes on the stave. Discuss musical pieces with appropriate musical language.</p> <p>Knowledge: The unit is based developing the different elements of music : pulse, rhythm and pitch. Children will learn to imitate, improvise, compose and perform small sections of rap which show case what they have learnt about style of music and</p>	<p>Key Learning: Dance</p> <p>Create actions in response to a stimulus and move in unison with a partner. Create actions to move in contact with a partner or interact with a partner. Select and link appropriate actions and dynamics to show our dance idea. Remember, repeat and create actions to represent an idea. Share ideas of actions and dynamics to create a dance that shows a location. Use choreographing ideas to develop our dance. Use straight pathways and clear changes in direction in a line dance. Use canon and unison to make our line dance look interesting. Use formations, canon and unison to make our line dance look interesting.</p>	<p>Unit name: Les Couleurs</p> <p>Key Learning: Recall the French words for basic colours Say and repeat conversational phrases. Give extended opinions on colour preferences saying which colours they like/do not like. Take part in conversations using rehearsed phrases.</p>

	<p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p>	<p>thinking about sensory characteristics.</p> <p>Carry out and record evaluations of a variety of ingredients and products.</p> <p>Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Know how to use appropriate equipment and utensils to prepare and combine food.</p> <p>Know how to work safely and hygienically, using tools, equipment, techniques and ingredients appropriate to the task.</p>	<p>how that is linked to the focus dimensions.</p>	<p>Remember, repeat and create actions around a theme.</p> <p>Understand and use formations.</p> <p>Structure a dance to represent a theme.</p> <p>Yoga -</p> <p>Explore poses that challenge my balance.</p> <p>Create a flow using poses that challenge my balance.</p> <p>Explore poses that challenge my flexibility.</p> <p>Create a flow using poses that challenge my flexibility.</p> <p>Explore poses that challenge my strength.</p> <p>Create a flow using poses that challenge my strength.</p>	
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