

## Year 3 Curriculum Overview

### Cycle A, Spring 2 2024

Reading	Writing	Maths	Science	Geography
<p><b>Text:</b> A range of Spring Poems</p> <p><b>Key Learning:</b> Word Reading Comprehension (Clarify) Language for effect</p> <p><b>Text:</b> The Red Tree by Shaun Tan</p> <p><b>Key Learning:</b> Inference Word Reading Comprehension (Clarify) Language for effect Respond and Explain Themes and Conventions Summarise</p> <p><b>Text:</b> The Magical Tree by Myriam Ouyessad</p> <p><b>Key Learning:</b> Language for effect Word Reading Inference Select and Retrieve Respond and Explain Monitor and Summarise Themes and Conventions</p>	<p><b>Text: The Great Kapok Tree by Lynne Cherry</b></p> <p><b>Core Outcome:</b> A narrative based on a known structure. <b>Foundation Outcome:</b> A collaborative narrative based on a known structure</p> <p><b>Key Learning:</b> To rehearse sentences orally developing a varied and rich vocabulary before writing them. To make specific vocabulary choices To use fronted adverbials (Carefully, Next, After five minutes,) To extend sentences using conjunctions such as when, if because, although. To use inverted commas to show speech.</p> <p><b>Text: Under the Canopy:</b> Tales of Trees by Iris Volant and Cynthia Alonso</p> <p><b>Core Outcome:</b> An information text</p> <p><b>Key Learning:</b> To use expanded noun phrases to build a description.</p>	<p><b>Key Learning:</b> Solve number problems, including contextual problems such as +/- length. Recall and use multiplication and division facts for 2x, 5x and 10 x (Y2) Derive, recall and use multiplication and division facts for 3x, 4x and 8x and count in steps of 3, 4 and 8 from zero Write and calculate multiplication and division problems using known facts and mental or diagrammatic strategies (arrays) Solve missing number problems involving multiplication and division and an understanding of inverse operations and commutativity for x Recognise, find and write unit and non-unit fractions of discrete sets of objects with small denominators Recognise and use unit and non-unit fractions with small denominators as numbers on a number line <b>Compare and order numbers up to 1000</b> <b>Read and write numbers up to 1000 in numerals and words</b> <b>Identify, represent and estimate numbers using different representations particularly including number lines</b> <b>Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction</b> <b>Interpret and present data using bar charts, pictograms and tables</b></p>	<p><b>Unit continued.</b></p> <p><b>Key Learning:</b> To recognise that solids, liquids and gases have similarities and differences To sort states of matter according to their properties To use role play to understand the behaviour and structure of particles in solids, liquids and gases To investigate the melting points of different chocolate</p> <p><b>Knowledge and skills:</b> Properties of solids, liquids and gases: Materials can be divided into solids liquids and gases. <b>Solids</b> hold their shape unless forced to change. <b>Liquids</b> flow easily but stay in their container because of gravity. The more viscous a liquid the less runny it is. <b>Gases</b> 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</p>	<p><b>Unit continued.</b></p> <p><b>Enquiry Question:</b> Which biome is the easiest to live in and why?</p> <p><b>Key Learning:</b> To use maps to identify and locate key places and areas. To use the four points of the compass to navigate areas on a map To use and understand symbols for mapping.</p> <p><b>Knowledge and skills:</b> That the world's land can be split into key biomes that each have different traits. To use knowledge of physical geography to describe and compare biome patterns.</p>

	<p>To expand language and detail where appropriate.</p> <p>To organise writing into paragraphs with the same theme or subject.</p> <p>To extend the range of sentences we use by using sentences with more than one clause.</p>	<p>Solve one-step questions such as “How many more?” and “How many fewer?” using information presented in scaled bar charts, pictograms and tables</p> <p>Measure, compare, add and subtract volume/capacity (l / ml)</p>	<p>liquids and liquids to freeze to solids.</p> <p>Melting, freezing, boiling and condensation temperatures:</p> <p>Different substance change state at different temperatures but the 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.</p> <p>Liquids evaporate slowly, even below their boiling temperatures.</p>	
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RE	PSHE	Art	Computing	Music	PE	MFL (French)
<p><b>Concept:</b> Ritual</p> <p><b>Theme/Unit:</b> The Paschal Candle - How and why is the Paschal Candle used in Easter ritual?</p> <p><b>Key questions:</b> When do we participate in 'rituals'? What is the significance of the Paschal Candle symbols and when does the candle feature in Christian ritual? Does it matter if an element of the religious ritual is removed? How would you feel if a ritual you participated in is changed? How do you think a Christian would feel if a ritual they participated in was changed?</p>	<p><b>Enquiry Question:</b> What are my rights &amp; responsibilities?</p> <p><b>Key Learning/knowledge/understanding:</b> Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method. Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items</p>	<p><b>Enquiry Question:</b> Why are trees important in our lives and in Art?</p> <p><b>Key Learning:</b> Spend time in the conservation area and classroom, studying, rubbing and completing observational drawings of trees Study the work of artist Gustav Klimt and a compare his work. Observe the famous piece 'The Tree of Life' Practise sketching and painting branches and finer symbolic details Produce our own 'Tree of Life' Paintings Reflect upon final pieces of artwork Provide constructive feedback to other artists</p> <p><b>Knowledge/understanding:</b> Sketch lines and shapes from first hand observation Understand how to use light pencil marks, then a wash and then adding layers and detail. Be able to experiment with and explore brush strokes.</p>	<p><b>Unit Name:</b> Scratch dressing up</p> <p><b>Key Learning:</b> <b>Knowledge:</b> To be able use the coding programming (Scratch) to alter a characters appearance To create an algorithm for a dressing up game that allows characters to change their appearance. To test and debug a programme.</p>	<p><b>Unit Name:</b> In the hall of the mountain king</p> <p><b>Key Learning:</b> <b>Duration:</b> Identify how rhythm patterns fit to a steady beat and begin to understand 4 metre <b>Dynamics:</b> Identify, use and understand getting louder and quieter in finer gradations <b>Tempo:</b> Identify, use and understand getting faster and slower in finer gradations</p> <p><b>Knowledge:</b> To describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary To consider how music illustrates the composer's ideas To identify and use a range of graphic notation including basic rhythm (and pitch notation. Introduce basic stave notation) To develop basic individual and group rehearsal skills including using memory and recall.</p>	<p><b>Gymnastics:</b> <b>Key Learning:</b> To be able to create interesting point and patch balances To develop stepping into shape jumps with control To be able to transition smoothly into and out of balances To create a sequence with matching and contrasting actions and shapes To create a partner sequence using the skills I have learned including a hoop</p> <p><b>Handball:</b> To begin to throw and catch while on the move To move towards goal or away from a defender To move towards goal to create shooting opportunities To use defending skills to delay an opponent and gain possession To use a change of direction and speed to lose a defender and move into space .</p>	<p><b>Unit name:</b> Les Nombres (20-50) Date anniversaire (Date and birthdays)</p> <p><b>Key Learning</b> To recap numbers 0-20 in French To learn numbers 20-50 in French To learn the days of the week and months of the year in French To use prior knowledge to say the date and our birthdays</p>

	<p>we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>			<p>Recognise why and when to improve. Begin to develop an awareness of now to present a performance</p>		
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