



## Year 3 Curriculum Overview Cycle A, Spring 2 2022

Reading	Writing	Maths	Science	Geography
<p><b>Text: A range of Spring Poems</b>  <b>Key Learning:</b>            Word Reading            Comprehension (Clarify)            Language for effect</p> <p><b>Text: The Red Tree by Shaun Tan</b>  <b>Key Learning:</b>            Inference            Word Reading            Comprehension (Clarify)            Language for effect            Respond and Explain            Themes and Conventions            Summarise</p> <p><b>Text: The Magical Tree by Myriam Ouyessad</b>  <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>  <b>Core Outcome:</b> A narrative based on a known structure.  <b>Foundation Outcome:</b> A collaborative narrative based on a known structure  <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: Tales of Trees by Iris Volant and Cynthia Alonso</b>  <b>Core Outcome:</b> An information text  <b>Key Learning:</b>            Use expanded noun phrases to build a description.            Expand language and detail where appropriate.            To organise writing into paragraphs with the same theme or subject.            To extend the range of sentences we use by using sentences with more than one clause.</p>	<p><b>Key Learning:</b>            Add and subtraction numbers mentally including a 3-digit number and ones, tens or hundreds            Add and subtract numbers with up to three digits using informal written methods            Estimate the answer to a calculation and use inverse operations to check answers            Compare and order numbers up to 1000            Read and write numbers up to 1000 in numerals and words            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</p>	<p>Unit continued.  <b>Enquiry Question:</b>  <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  <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</p>	<p>Unit continued.  <b>Enquiry Question:</b>            Which biome is the easiest to live in and why?  <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>Recognise and use unit and non-unit fractions with small denominators as numbers on a number line</p> <p>Tell the time from an analogue 12-hour clock</p> <p>Use vocabulary of time (am/pm)</p> <p>Solve problems in practical contexts</p>	<p>evaporate to gases.</p> <p>Cooling causes gases to condense to 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.</p> <p>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></p> <p>When do we participate in 'rituals'?</p> <p>What is the significance of the Paschal Candle symbols and when does the candle feature in Christian ritual?</p> <p>Does it matter if an element of the religious ritual is removed?</p> <p>How would you feel if a ritual you participated in is changed?</p> <p>How do you think a Christian would feel if a ritual they participated in was changed?</p>	<p><b>Enquiry Question:</b></p> <p>What are my rights &amp; responsibilities?</p> <p><b>Key Learning/knowledge/understanding:</b></p> <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Define what is meant by the environment;</p> <p>Evaluate and explain different methods of looking after the school environment;</p> <p>Devise methods of promoting their priority method.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when</p>	<p><b>Enquiry Question:</b></p> <p><b>Why are trees important in our lives and in Art?</b></p> <p><b>Key Learning:</b></p> <p>Spend time in the conservation area and classroom, studying, rubbing and completing observational drawings of trees</p> <p>Study the work of artist Gustav Klimt and a compare his work.</p> <p>Observe the famous piece 'The Tree of Life'</p> <p>Practise sketching and painting branches and finer symbolic details</p> <p>Produce our own 'Tree of Life' Paintings</p> <p>Reflect upon final pieces of artwork</p> <p>Provide constructive feedback to other artists</p> <p><b>Knowledge/understanding:</b></p> <p>Sketch lines and shapes from first hand observation</p> <p>Understand how to use light pencil marks, then a wash and then adding layers and detail.</p> <p>Be able to experiment with and explore brush strokes.</p>	<p><b>Unit Name:</b> Scratch dressing up</p> <p><b>Key Learning:</b></p> <p><b>Knowledge:</b></p> <p>To be able use the coding programming (Scratch) to alter a characters appearance</p> <p>To create an algorithm for a dressing up game that allows characters to change their appearance.</p> <p>To test and debug a programme.</p>	<p><b>Unit Name:</b> Lean on Me</p> <p><b>Key Learning:</b></p> <p><b>Knowledge:</b></p> <p>Reflect on the song 'Lean on me' by Bill Withers considering its origins, influences and structure and these build together to create a whole piece.</p> <p>Maintain a part in a simple ensemble.</p> <p>Improvise and compose a simple addition to the song paying attention to key features before performing as part of a group.</p>	<p><b>Key Learning:</b></p> <p><b>Tennis–</b></p> <p>Develop racket and ball control.</p> <p>Develop returning the ball using a forehand groundstroke.</p> <p>Rally using a forehand.</p> <p><b>Develop the two handed backhand.</b></p> <p>Learn how to score.</p> <p>Develop playing against an opponent.</p> <p>Work collaboratively with a partner and compete against others.</p> <p><b>Netball–</b></p> <p>Develop passing and moving and play within the footwork rule.</p> <p>Develop passing and moving towards a goal.</p> <p>Develop movement skills to lose a defender.</p> <p>Defend an opponent and try to win the ball.</p> <p>Develop the shooting action.</p> <p>Develop playing using netball rules.</p>	<p><b>Unit name:</b></p> <p><b>Les Couleurs (Colours)</b></p> <p><b>Key Learning</b></p> <p>Say the 12 colours with correct pronunciation and intonation.</p> <p>Join in with a story.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Sing songs in the language.</p> <p>Appreciate stories and songs in the language.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Speak with increasing confidence and fluency.</p>

	<p>we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>					
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