



Year 3 Curriculum Overview Spring Term 1 & 2

ENGLISH

Text work:

- To investigate styles and voices of traditional stories.
- To write and plan their own stories.
- To identify and discuss the main features of characters and to plan and write their own legends.
- Instructional writing and dictionaries - note making and identifying key words.
- Assessment of comprehension and writing skills.

Grammar:

- Adjectives and adverbs.
- To extend the knowledge of plurals through collective nouns.
- Punctuation.
- Commas and sentence endings.
- Revision of capital letters.

Spelling:

- High frequency words.
- Spellings changing with 'er' and 'est' endings.
- Silent letters.

Text work:

- Myths and Legends.
- To identify and discuss the main features of characters and to plan and write character portraits.
- Non-chronological reports.
- Comparison of texts by the same author.
- To write continuation in the same style as the original author.
- Oral and performance poetry.

Grammar:

- Adjectives and adverbs.
- Subject and verb agreement.

Punctuation:

- Capitalisation, commas in direct speech.

Spelling:

- Revision of contractions.
- 'ing' endings, commonly mis-spelt words, homonyms.



MATHEMATICS

- Numbers to 1000: comparing and ordering.
- Addition to 100.
- Subtraction to 100.
- 2D shape: position, movement and angle.
- To recognise and use the four compass directions.
- Time: o'clock, quarter past, half past, quarter to, minutes to and past the hour.
- Weight: kg and g.
- Counting in hundreds, tens and ones, addition of two digit numbers.
- Subtraction to 100: subtraction of two digit numbers.
- Dividing by 3 and 4: consolidation.
- Data Handling: pictograms.
- World of Maths.

SCIENCE

Rocks & Soil

- Physical features of different rocks
- Uses of rocks
- Parts of the Earth (inside layers)
- Metamorphic, sedimentary, and igneous rocks
- How rocks change into smaller particles
- Types of soil
- Drainage of soil

Characteristics of Materials

- Properties of materials
- Match properties of materials to their uses
- Natural / manufactured materials
- Engineering – design and construct a bridge using a variety of materials



HISTORY

The Romans:

- The First Roman Invasion of Britain.
- Roman Roads and Towns.
- A Roman Soldier.
- Boudicca
- Roman Gods.
- Language, calendars and laws.
- Roman Day.

GEOGRAPHY

Climate and Weather around the World:

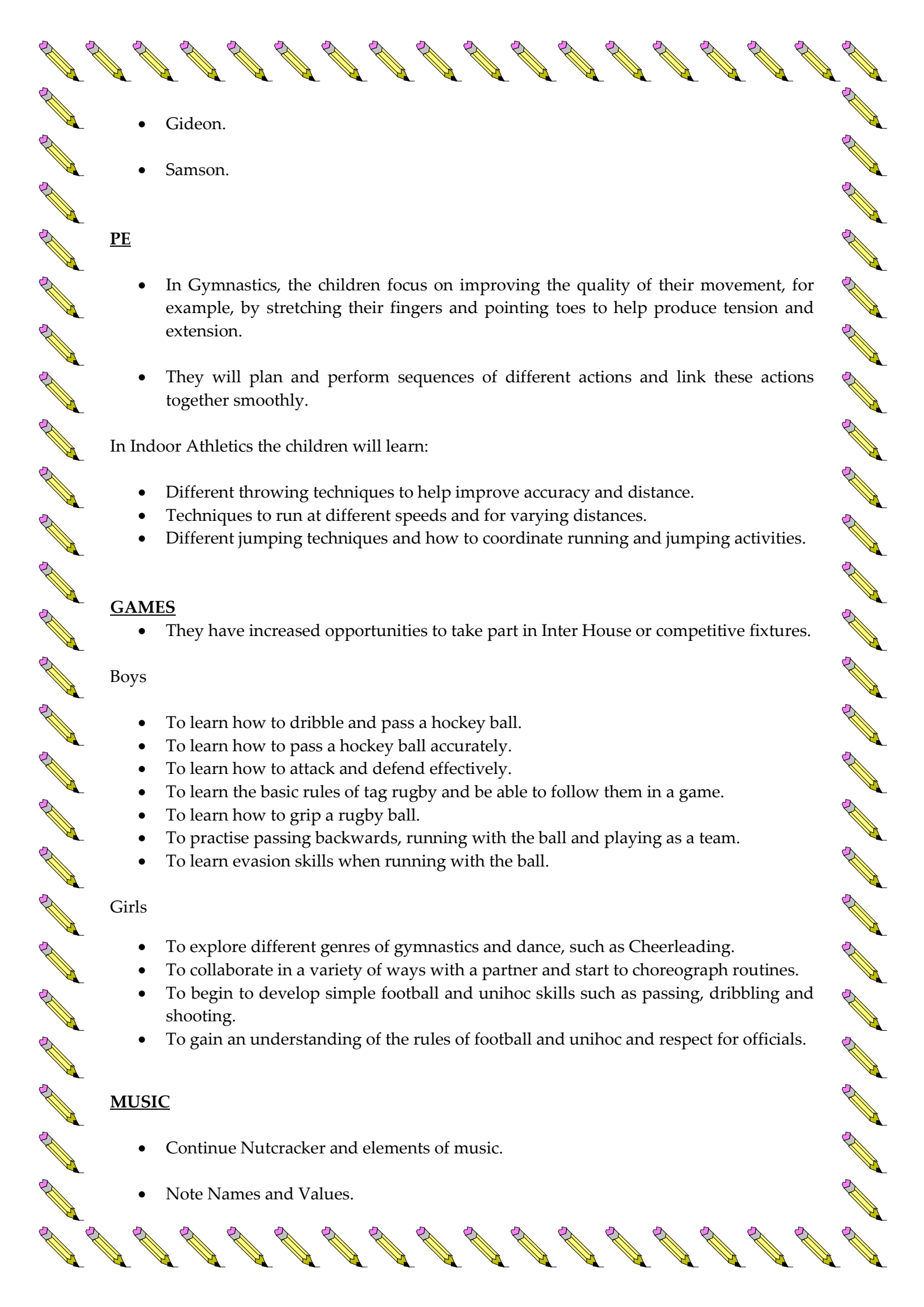
- Comparing climates in different countries around the world.
- Interpreting weather forecasts.
- Collecting data.
- Climate patterns and zones.
- The Water Cycle.
- Clouds and rainbows.
- Extreme weather.
- Weather in Mawsynram.
- Climate in Antarctica.

FRENCH

- Learn 10 musical instruments and the verb 'I play' to make sentences about their musical talents.
- Learn to say 'I can...' + 10 verbs to describe skills, hobbies and daily activities.
- Easter

RE

- The Birth of Moses.
- The Burning Bush.
- The Ten Plagues.
- Crossing the Red Sea.
- The Ten Commandments.
- The Promised Lane.

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- Gideon.
 - Samson.

PE

- In Gymnastics, the children focus on improving the quality of their movement, for example, by stretching their fingers and pointing toes to help produce tension and extension.
- They will plan and perform sequences of different actions and link these actions together smoothly.

In Indoor Athletics the children will learn:

- Different throwing techniques to help improve accuracy and distance.
- Techniques to run at different speeds and for varying distances.
- Different jumping techniques and how to coordinate running and jumping activities.

GAMES

- They have increased opportunities to take part in Inter House or competitive fixtures.

Boys

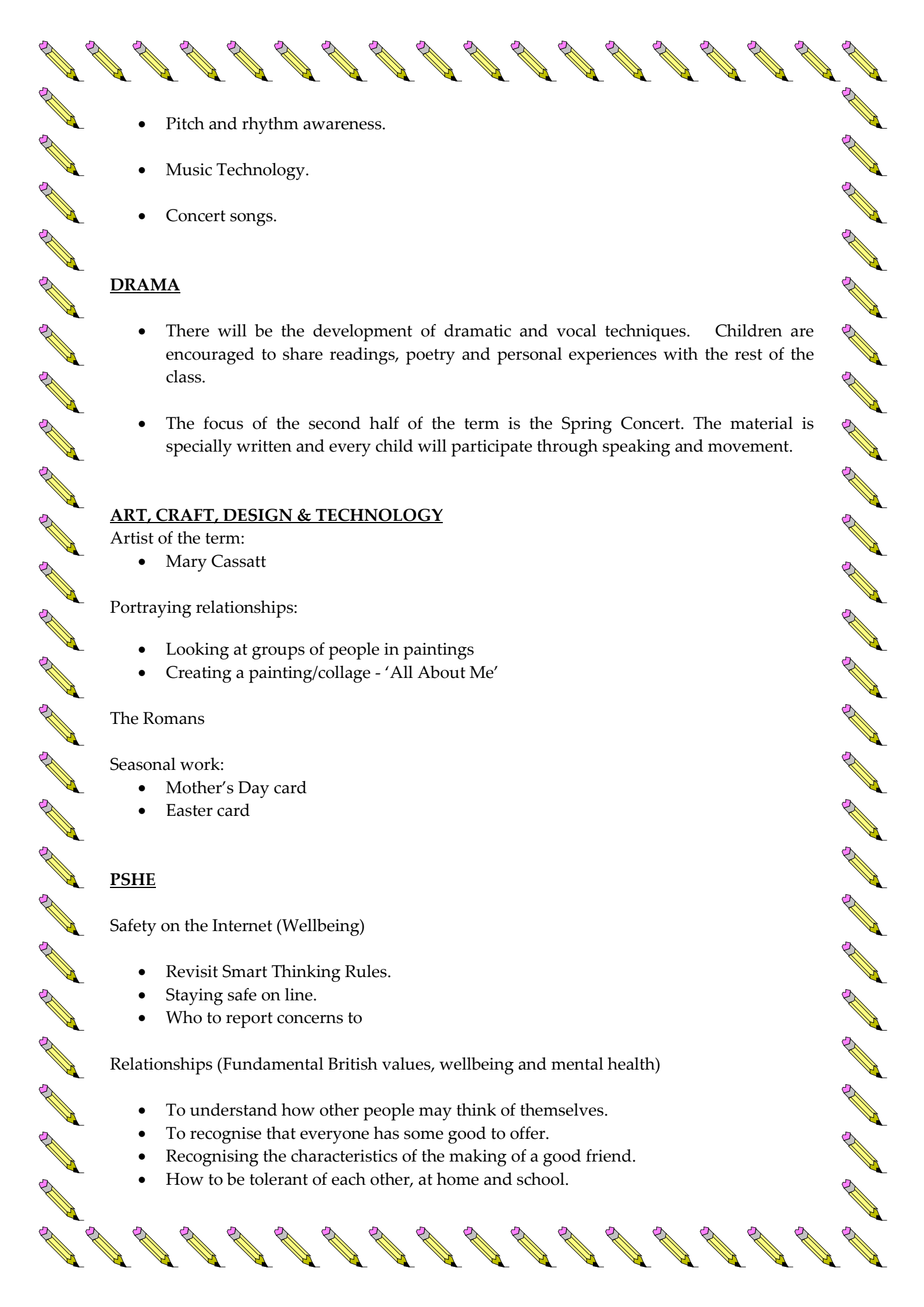
- To learn how to dribble and pass a hockey ball.
- To learn how to pass a hockey ball accurately.
- To learn how to attack and defend effectively.
- To learn the basic rules of tag rugby and be able to follow them in a game.
- To learn how to grip a rugby ball.
- To practise passing backwards, running with the ball and playing as a team.
- To learn evasion skills when running with the ball.

Girls

- To explore different genres of gymnastics and dance, such as Cheerleading.
- To collaborate in a variety of ways with a partner and start to choreograph routines.
- To begin to develop simple football and unihoc skills such as passing, dribbling and shooting.
- To gain an understanding of the rules of football and unihoc and respect for officials.

MUSIC

- Continue Nutcracker and elements of music.
- Note Names and Values.

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- Pitch and rhythm awareness.
 - Music Technology.
 - Concert songs.

DRAMA

- There will be the development of dramatic and vocal techniques. Children are encouraged to share readings, poetry and personal experiences with the rest of the class.
- The focus of the second half of the term is the Spring Concert. The material is specially written and every child will participate through speaking and movement.

ART, CRAFT, DESIGN & TECHNOLOGY

Artist of the term:

- Mary Cassatt

Portraying relationships:

- Looking at groups of people in paintings
- Creating a painting/collage - 'All About Me'

The Romans

Seasonal work:

- Mother's Day card
- Easter card

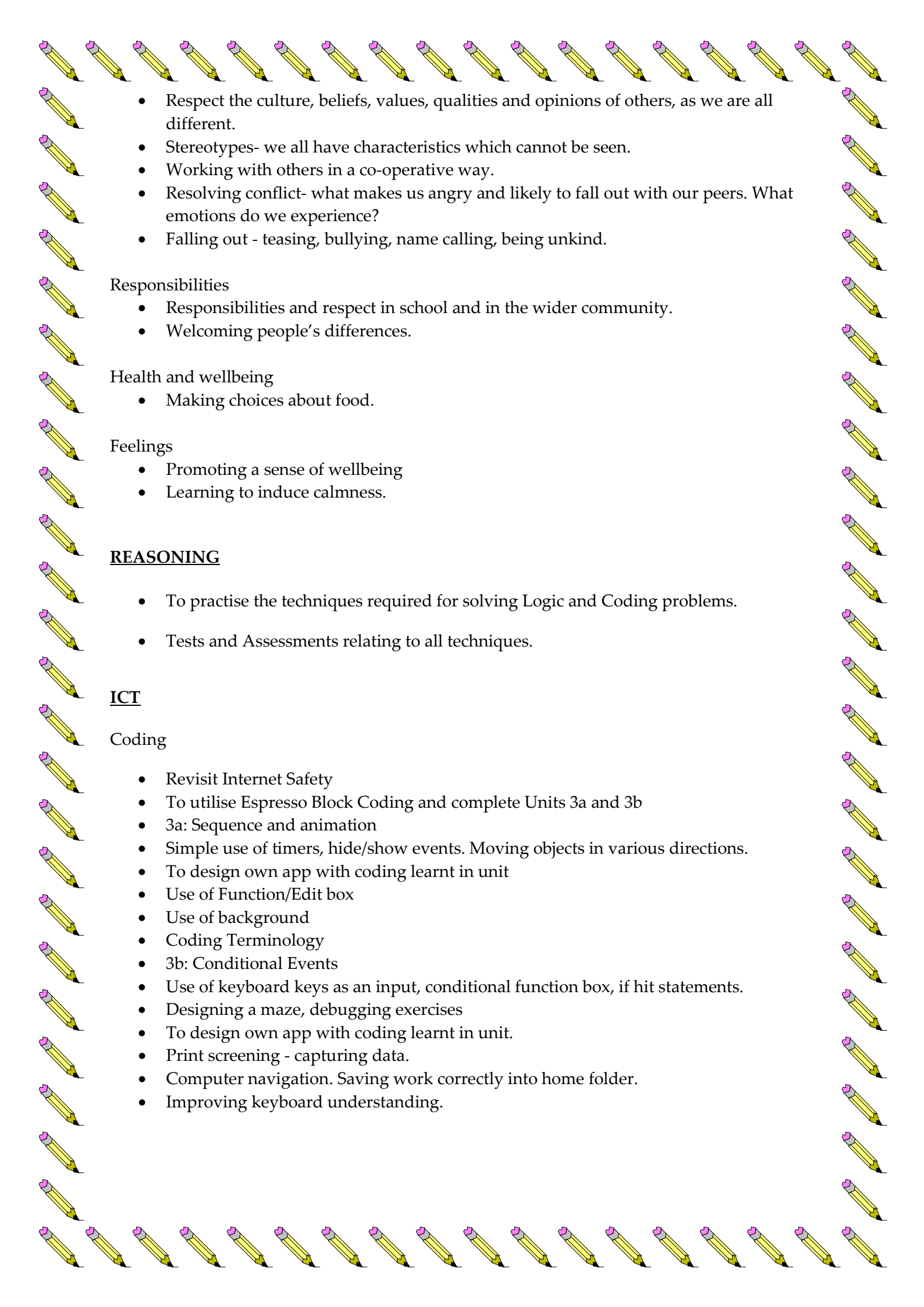
PSHE

Safety on the Internet (Wellbeing)

- Revisit Smart Thinking Rules.
- Staying safe on line.
- Who to report concerns to

Relationships (Fundamental British values, wellbeing and mental health)

- To understand how other people may think of themselves.
- To recognise that everyone has some good to offer.
- Recognising the characteristics of the making of a good friend.
- How to be tolerant of each other, at home and school.

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- Respect the culture, beliefs, values, qualities and opinions of others, as we are all different.
 - Stereotypes- we all have characteristics which cannot be seen.
 - Working with others in a co-operative way.
 - Resolving conflict- what makes us angry and likely to fall out with our peers. What emotions do we experience?
 - Falling out - teasing, bullying, name calling, being unkind.

Responsibilities

- Responsibilities and respect in school and in the wider community.
- Welcoming people's differences.

Health and wellbeing

- Making choices about food.

Feelings

- Promoting a sense of wellbeing
- Learning to induce calmness.

REASONING

- To practise the techniques required for solving Logic and Coding problems.
- Tests and Assessments relating to all techniques.

ICT

Coding

- Revisit Internet Safety
- To utilise Espresso Block Coding and complete Units 3a and 3b
- 3a: Sequence and animation
- Simple use of timers, hide/show events. Moving objects in various directions.
- To design own app with coding learnt in unit
- Use of Function/Edit box
- Use of background
- Coding Terminology
- 3b: Conditional Events
- Use of keyboard keys as an input, conditional function box, if hit statements.
- Designing a maze, debugging exercises
- To design own app with coding learnt in unit.
- Print screening - capturing data.
- Computer navigation. Saving work correctly into home folder.
- Improving keyboard understanding.