

# YEAR 3 CURRICULUM OVERVIEW SPRING TERM 2018

## ‘Let the children come to me.’

### Homes All Around Us – Past and Present Narrative Fractured Stories, Rocks and Relationships

<b>Religious Education</b>	<p><b>Year 3:</b> Values – Curious and Active</p> <p><b><u>Christmas:</u></b> The children will know the story of the shepherds and how they reacted to the news of Christ’s birth. They will be able to empathise with the feelings and reactions of the shepherds at this event. Know that the Crib is an important symbol of prayer and devotion. Some will also be able to discuss and remember the titles given to Jesus by the Angels. <i>Important vocabulary:</i> Amazed, shocked, surprised, Christmas, shepherds, angels, Christ, Saviour, Lord, crib, Francis of Assisi.</p> <p><b><u>Reconciliation:</u></b> The children will know that human beings often have freedom to make choices. They will understand the difference between a good and a bad choice and the consequences these bring. They will know some teaching of Jesus about the forgiveness of sin when wrong choices have been made. They will understand that the Sacrament of Reconciliation is the Church’s celebration of God’s forgiveness of sin. <i>Important vocabulary:</i> Choices, sin, reconciliation, forgiveness, change, penance, absolution, act of contrition, parable, Prodigal Son, Zacchaeus.</p> <p><b><u>Lent:</u></b> The children will know and understand that the Season of Lent is a time when Christians try to change to be more like Christ. They will know some stories about Christ bringing change to the lives of people who were sick and in need. <i>Important vocabulary:</i> Lent, change, miracle, Widow of Nain, paralysed man, Ash Wednesday, sorrow, forgiveness.</p>
<b>English</b>	<p><b><u>Reading:</u></b> Children will explore a range of traditional tales like Cinderella, Little Red Riding Hood, Hansel and Gretel and Jack and the Beanstalk. They will compare the tales and look for common features, word choices and how the author engages the reader. The children will also learn what a fractured story is and how they use stories that are well known to the reader but add a plot changing twist or they can be written from another character’s perspective. Children will also use the dictionaries to identify new words and their meanings. Pupils will be expected to make sure the text makes sense and that they can correct themselves or their peers. Pupils will learn how to identify main ideas and draw from more than one paragraph and summarising them.</p> <p><b><u>Writing:</u></b> <u>Fiction: Unit 1 – Narrative – Fractured Stories</u></p> <p>A fractured story is a story that uses traditional stories and fairy tales as a basis for retelling and changes something such as character, setting, plot or viewpoint. Fractured stories are a favourite genre with pupils, as many are amusing and allow pupils to bend the rules of storytelling. As well as helping pupils to deepen their understanding of different story elements, fractured stories provide motivating reasons to write. Pupils can let their imaginations run wild.</p> <p><b><u>Spoken Language:</u></b> <b>SpL1</b> listen and respond appropriately to adults and their peers</p>

	<p><b>SpL2</b> ask relevant questions to extend their understanding and knowledge</p> <p><b>SpL3</b> use relevant strategies to build their vocabulary</p> <p><b>SpL5</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p><b>SpL6</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p><b>SpL7</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p><b>SpL8</b> speak audibly and fluently with an increasing command of Standard English</p> <p><b>SpL9</b> participate in discussions, presentations, performances, role play, improvisations and debates</p> <p><b>SpL10</b> gain, maintain and monitor the interest of the listener(s)</p> <p><b>Handwriting:</b> Children will learn that use the diagonal and horizontal strokes that are needed to join letters. They will also increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><b>Spellings</b> Pupils will be taught to:</p> <p><b>WR3/4.1</b> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</p> <p><b>WR3/4.2</b> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>WT3/4.1</b> use further prefixes and suffixes and understand how to add them to change words.</p> <p><b>WT3/4.2</b> spell further homophones</p> <p><b>WT3/4.3</b> spell words that are often misspelt</p> <p><b>WT3/4.4</b> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p><b>WT3/4.5</b> use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Spellings to practice: appear bicycle certain circle early earth extreme favourite heart history mention naughty, potatoes, pressure, remember, strange, although, thought</p>
<b>Mathematics</b>	<p><b>Number, place value and money:</b> Compare and order numbers up to 1000, Recognise the place value of each digit in a 3-digit number, know which number is the greatest, know which is</p>

the lowest in value. Order a set of 3-digit numbers and be able to partition a 3-digit number identifying the value of each digit.

#### **Fractions:**

The children will recognise and show, using diagrams, equivalent fractions with small denominators. They will also recognise, find and write fractions of a discrete set of objects: unit fractions & non-unit fractions with small denominators.

- **Know that  $\frac{1}{2}$  is the same as  $\frac{2}{4}$**
- **Be able to show  $\frac{1}{3}$  and  $\frac{2}{6}$  of a square**
- **Know what fractional values are, e.g.  $\frac{1}{4}$  is one part of four, etc.**
- **Know what a unit fraction is**
- **Know what a non-unit fraction is**
- **Use fractions to solve problems**
- **Use a fraction wall diagram to solve problems**

#### **Measure, length/Mass and Volume**

Measure, compare, add & subtract:

lengths (m/cm/mm), mass (kg/g), volume/ capacity (l/ml).

- **Use measuring apparatus to measure length, mass and volume**
- **Measure accurately to nearest mm, cm, m**
- **Measure accurately to nearest g, kg**
- **Measure accurately to nearest ml, l**
- **Know and use equivalence, e.g.  $10\text{mm} = 1\text{cm}$ ;  $50\text{cm} = \frac{1}{2}\text{m}$ ;  $100\text{cm} = 1\text{m}$**
- **Know and use equivalence, e.g.  $1000\text{g} = 1\text{kg}$ ;  $500\text{g} = \frac{1}{2}\text{kg}$**
- **Know and use equivalence, e.g.  $1000\text{ml} = 1\text{l}$ ;  $500\text{ml} = \frac{1}{2}\text{l}$**

#### **Multiplication and Division**

Consolidate:

Write and calculate mathematical statements for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods. Write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length.

- Multiply a multiple of ten by a single digit mentally, using 2, 3, 4, 5, 8 and 10x.
- Multiply a 2-digit number by a single digit using 2, 3, 4, 5, 8 and 10x.
- Divide 2, 3, 4, 5, 8 into any multiple of ten with no remainder.
- Divide 2, 3, 4, 5, 8 into any 2-digit number with no remainder.
- Multiply monetary values (£ only) by a single digit mentally, using 2, 3, 4, 5, 8 and 10x.
- Multiply monetary values (£ and p only) by a single digit mentally, using 2, 3, 4, 5, 8 and 10x.
- Divide 2, 3, 4, 5, 8 into any monetary value (£ only) with no remainder.
- Divide 2, 3, 4, 5, 8 into any monetary value (£ and p only) with no remainder.

#### **Time tables:**

*In year 3 pupils should already know the 2, 5, and 10 times tables and should be learning the 3, 4, and 8 times tables.*

Children challenge themselves to complete the time tables and pass their times table tests. The pupils will be part of the '99' club and they will be expected start on sheet 11 and move on to sheet 22 or 33 they need to learn the number facts and have rapid fact recall answering the questions quickly.

<p><b>Science</b></p>	<p><b>ROCKS:</b> Pupils explore the characteristics of rocks and learn their names. They carry out simple tests on different rocks and use chocolate to model how rocks are made. They explore the composition of soil and think about how soil is made. They learn about the formation of fossils and make their own model fossils. They look at pictures of dinosaur fossils and try to come to some conclusions about the living dinosaurs the fossils came from.</p> <p><b>Animal Homes</b> Pupils look at the "homes" that insects and birds need and make the school friendlier towards these creatures. They evaluate the success of the measures they have taken. Pupils also observe plants over time to explore the development of seeds and the life cycle of plants.</p> <ul style="list-style-type: none"> <li>▪ Observe closely and identify animal homes</li> <li>▪ Suggest suitable sites for animal homes, providing simple explanations for their choices using simple scientific vocabulary</li> </ul> <p>Provide homes and other methods to attract animals</p>
<p><b>Computing</b></p>	<p><b>Digital Literacy - Publisher</b></p> <p>This topic will support the pupils understanding of making presentations and use the PowerPoint program to support making a presentation in class. The Presentation will involve internet research, finding, opening and saving documents. The pupils will also be expected to import pictures, size, shape and change text and images. The pupils will be linking their presentation to the information they have on Rocks.</p>
<p><b>PE</b></p>	<p>Soccer 2000 - Doing indoor or outdoor PE with games, Athletics and stamina building exercises. Swimming – We will be developing the pupils’ confidence in the water and swimming a length or width of the pool with a float initially and then swimming unaided.</p>
<p><b>Foundation</b></p>	<p><b>D&amp;T:</b> Linked to both History and to the Animal Homes topic children will investigate structures, strength of materials and designing a purposeful, functional, appealing product for themselves and other users based on design criteria. The pupils will also build structures, exploring how they can be made stronger, stiffer and more stable. They will be expected to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><b>Art and Design:</b> Art will be linked to the Anglo -Saxons and the house building project. The pupil will be looking at making sketches of the Anglo -Saxon buildings and using their sketch pads to explore the shapes of the houses, the design features and they will also develop their sketches using a range of materials.</p> <p><b>Geography and History:</b> Anglo-Saxons This Anglo-Saxons and Scots unit will teach your class about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like.</p>

**PSHE: Relationships**

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one.