Year 3 Curriculum Information- Spring term 2023

Spring Term 1 7 Weeks		Spring Term 2 6 Weeks	
ENGLISH			
LITERACY FOCUS TEXT - WRITING		LITERACY FOCUS TEXT – WRITING	
Mastery keys - Form nouns with a range of prefixes - Use present and past tenses correctly and consistently including progressive and present perfect forms - Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) - Build a varied and rich vocabulary	**Feature keys** - Write a sequence of events to follow the structure of the model story. - Write an opening paragraph and further paragraphs for each stage. = Create dialogue between characters that shows their relationship with each other. - Use 3rd or 1st person consistently. - Use tenses appropriately. - Add historical detail to characters, setting and events	**Mastery keys** - Use adverbs to express time, place and cause - Build an increasing range of sentence structures - Use headings and subheadings to aid presentation - Assess the effectiveness of own and others' writing	**Feature keys** - Use persuasive language e.g. alliteration, repetition - Write in logical order - Use 2nd person or 3rd person to talk directly to the reader. - Select organisational features e.g. opening statement, sub-headings, closing statement

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| LITERACY FOCUS TEXT – READING	LITERACY FOCUS TEXT – READING

THE IRON MAN
TED HUGHES
ILLUSTRATED BY LAURA CARLIN
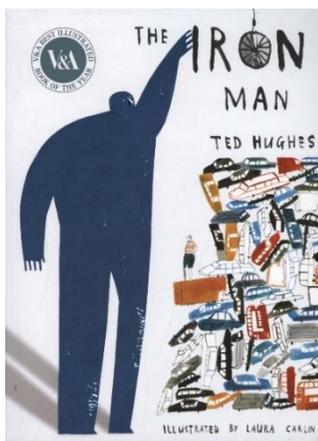
Mastery keys
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination

Feature keys
- Predict what might happen from details stated and implied
- Explore the meaning of words in context
- Retrieve, record and present information
- Use dictionaries to check the meaning of words that they have read
- Ask questions to improve understanding
- Identify main ideas drawn from more than one paragraph and summarise
- Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence
- Identify themes and conventions in a wide range of books

MICHAEL MORPURGO
THIS MORNING I MET A WHALE
illustrated by CHRISTIAN BIRMINGHAM
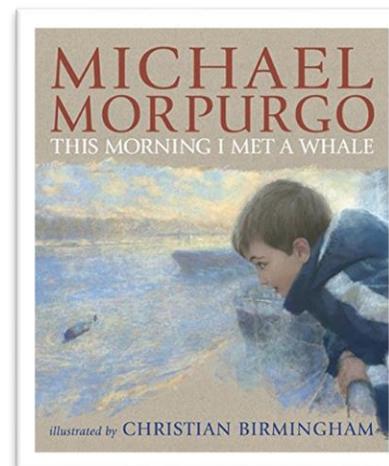
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	- Identify how language, structure and presentation contribute to meaning - Discuss words and phrases that capture the reader's interest and imagination		- Identify how language, structure and presentation contribute to meaning - Discuss words and phrases that capture the reader's interest and imagination

MATHS					
Multiplication and Division (3) 14 lessons	**Length and Perimeter** 12 lessons	**Fractions (1)** 11 lessons	**Mass** 8 lessons	**Capacity** 7 lessons	**Consolidation** 1 week
UNIT 6 ▪ Related calculations ▪ Reasoning about multiplication ▪ Multiplying 2 digits by 1 digit ▪ Expanded written method ▪ Link multiplication and division ▪ Dividing 2 digits by 1 digit ▪ How many ways? ▪ Problem Solving	UNIT 7 ▪ Measuring in m, cm, mm ▪ Equivalent lengths mm, cm, m ▪ Comparing lengths ▪ Adding/subtracting lengths ▪ Measuring and calculating perimeter ▪ Problem solving (length)	UNIT 8 ▪ Understand the denominator of unit and non-unit fractions ▪ Understanding the whole ▪ Compare and order fractions ▪ Divisions on a number line ▪ Equivalent fractions	UNIT 9 ▪ Use scales ▪ Measure mass ▪ Measure mass in kg and g ▪ Equivalent masses ▪ Compare mass ▪ Add and subtract mass ▪ Problem solving - mass	UNIT 10 ▪ Measure capacity and volume (l and ml) ▪ Measure in l and ml ▪ Equivalent capacities and volumes ▪ Compare capacity and volume ▪ Add and subtract capacity and volume	Consolidation of Spring Term. NFER Assessments

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SCIENCE

Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Classifying - Rocks and soils (discuss how they are different/similar)

Observing Over Time - Soil separates into different layers in water

Post It Note - Which rock would be suitable to make a statue from? (hardness)

Researching - How are fossils formed?

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Observation Over Time - How is water transported in plants?

Pattern Seeking - What happens when conditions are changed?

Researching - Research the functions of the parts of flowering plants, methods of seed dispersal and pollination.

GEOGRAPHY AND HISTORY

Spring 1 - Changes in Britain from Stone Age to Iron Age

When was it better to live – The Stone Age, The Bronze Age or the Iron Age?

- When was the Stone Age and what were the 3 key periods?
- What do messages from the past tell us? *Early art as a form of communication*
- How do different artefacts represent life during this time?
- What was new about the Neolithic Era?
- Which was better – Bronze or Iron?
- What's below the surface? (Science) Types of rock

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Spring 2 – Global geographical regions

Locational knowledge – oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic

DESIGN TECHNOLOGY AND ART

Shell Structures: Stone Age Scene in a Box – Spring 1

DT Making butter – STEM Farm to fork – Spring 1

Migration of whales – lever system – Spring 2

Prehistoric Painting – Spring 1 and Spring 2

COMPUTING

E-safety – Common Sense Media – Digital Trails and putting a stop to Online Meanness

Code Studio Course C; Sessions 7-12

Soundgate app – Explore Stonehenge + prehistoric caves in Spain

Shadow Puppet Edu – presentation on Stone Age tools

Skara Brae Virtual tour – http://www.steveflanagan.co.uk/media/tours/skarabrae/orkney.html

MUSIC

Glockenspiel Stage 1 (continued)

Three Little Birds / Dragon Song

RELIGIOUS EDUCATION

Christianity

Words and Beyond: Lent and Holy Week

Big Picture: Jesus is God's son and suffered, died and rose again- he is still alive and special to Christians.

Sikhism

Influence, Community, Culture and Power: Gurdwara – a place for family worship.

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A Good Life: Equality – how people treat each other, share, eat together and worship in the Gurdwara and welcome people of all races and religions.

Drivers: Personal Development, Democracy.

PSHE

SCARF – **Keeping myself safe unit**	SCARF – **Rights and Responsibilities**
- Safe or unsafe?	- Our helpful volunteers
- Danger or risk?	- Helping each other to stay safe
- The Risk Robot	- Recount task
- Alcohol and cigarettes: the facts	- Harold's environment project
- Super Searcher	- Can Harold afford it?
- None of your business	- Earning money

PE

REAL PE: Cognitive Skills

Emerging:

- I can begin to order instructions, movements and skills

- With help, I can recognise similarities and differences in performance

Expected:

- I can explain what I am doing well

- I have begun to identify areas of improvement

Expected:

- I can identify specific parts of performance to work on

- I can understand ways (criteria) to judge performance

FRENCH

Animals and pets

Greetings and Phrases