

Curriculum Overview – Year 3 Spring 2023



SJS Year 3 Curriculum Overview – Spring Term		
<p>Reading Sam Wu is Not afraid of the Dark Operation Gadgetman My Shadow – by Robert Louis Stephenson</p>	<p>Writing Third Person narrative Non-chronological reports Advanced instructional writing First person narrative descriptions Performance poetry.</p>	<p>Spelling Common exception words -es -ed -ing – er -est Homophones and near homophones Suffixes –ment -ness -ful -less -ly Contractions Etymology – dec, tele, photo, de, uni, kilo</p>
<p>Maths Multiplication and division (3 weeks) Measurement - Length and perimeter (3 weeks) Fractions (3 weeks) Measurement - Mass and capacity (3 weeks)</p>		<p>Maths – Key Knowledge Sharing, grouping, array, numerator, denominator, using a ruler, = means the same, reading different scales, 2, 4s, 5s and 10 xtable, x and dividing by 10</p>
<p>History Module Next Term – The Roman Empire and its impact on Britain</p>	<p>Geography UK Study What are the regions and countries in the UK? Name and locate cities and countries of the UK. Identify geographical regions by physical and human landmarks of Scotland and England Identify geographical regions by physical and human landmarks of Wales and Northern Ireland. What are the topical patterns in the UK? What can I see here? Vocabulary – settlement, topography, landmarks, region, country, scale, contour line, physical, man-made</p>	<p>Science Rocks How are rocks formed? What types of rocks are there? Can rocks change? How can we test a rock to see if it is limestone or chalk? Is soil just dirt? What makes soil? How are fossils formed? Vocabulary – compacted, decay, prehistoric, soil, transform, fossil, igneous, magma, metamorphic, minerals, sedimentary. Light Do we need light to see things? How are shadows formed? What happens to the size of a shadow when the object moves closer to, or away from, the light source? Vocabulary -absence, cast (shadows), impenetrable, reflect, shadow, source (light), constant, dependent, independent, illuminate, translucent, variable</p>



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<p>Design Technology</p> <p>Food and Nutrition Know what is meant by the term balanced Know why fresh foods are better Make a fruit and yoghurt dessert Make homemade chips Flavour foods to increase their sensory qualities Vocabulary – <i>stew, pressure, seasoning</i></p> <p>Mechanisms Know types of levers and linkages Know key terminology relating to levers and linkages Know how levers and linkages can change the direction of movement Design and make simplistic lever and linkage products Evaluate the success of their outcomes and recommend improvements Vocabulary - <i>force, load, effort</i></p>	<p>Art</p> <p>Textiles and Collage Know a mandala means circle in Sanskrit Know Mandalas are designs used in Hinduism and Buddhism Know quilting is a way of conveying a message Create collaged patterns within concentric circles Tell a story using textiles and collage Vocabulary – <i>radial, pigment, symbol</i></p> <p>3D Know relief work is a sculptural technique where parts of a sculpture remain attached to a surface Know sculptures can be any size and created with a wide range of materials Know when displayed, they are called an installation Produce relief work, placing objects into gesso Make an insect installation using wire to create structure and form Vocabulary -<i>gesso, relief, installation</i></p>	<p>Computing</p> <p>Sequencing Sound (PPA) To explore a new programming environment To identify that commands have an outcome To explain that a program has a start To recognise that a sequence of commands can have an order To change the appearance of my project To create a project from a task description Vocabulary – <i>Scratch, program, sprite, blocks, sequence</i></p> <p>Branching Databases To create questions with yes/no answers To identify the attributes needed to collect data about an object To create a branching database To explain why it is helpful for a database to be well structured To plan the structure of a branching database To independently create an identification tool Vocabulary - <i>branching database, database, attribute, value, decision tree</i></p>
<p>PE</p> <p>Squash</p> <p>Hockey Develop passing and moving and dribbling skills to outwit their opponents and keep possession of the ball. Apply an understanding of where, when and why we pass, move and dribble in order to score points against another team. Develop life skills such as respect and communication as they collaborate with others including their opponents. Apply their skills with developing confidence as they grow in their ability to show integrity and self-motivation.</p>	<p>PSHE</p> <p>Dreams and Goals I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream/ambition that is important to me I enjoy facing new learning challenges and working out the best ways for me to achieve them I am motivated and enthusiastic about achieving our new challenge I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time. Vocabulary – <i>Dream, motivation, success.</i></p>	



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<p>Vocabulary - attacker, defender, possession, space, intercepting, shooting, barrier</p> <p>Sam Moss Dance</p> <p>Tag Rugby Develop their passing and moving skills to outwit their opponents and keep possession of the ball. Explore how we tag an opponent. Apply an understanding of where, when and why we pass and move, in order to score a try. Understand the importance of tagging. Apply their skills with developing confidence as they grow in their ability to show resilience and self motivation.</p> <p>Vocabulary - attacker, defender, possession, dodge, try, tagging, ball carrier</p>	<p>Healthy Me I understand how exercise affects my body and know why my heart and lungs are such important organs I know that the amount of calories, fat and sugar I put into my body will affect my health I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of</p> <p>Vocabulary - Diet, exercise, oxygen, fitness, health, energy, fat.</p>	
<p>Performing Arts</p> <p>Recorder I can play a musical instrument, in solo and group contexts, demonstrating some accuracy, fluency, control and expression. I can listen to a musical phrase and repeat it back using my voice or an instrument. I can listen to and verbally respond to a composition of my peers.</p> <p>Performance Poetry I can understand why a rehearsal process is important. I can complete a full rehearsal to the performance process. I can use different speaking volumes in different contexts. I can watch and listen to a short drama piece.</p>	<p>RE</p> <p>Hinduism Why do Hindus want to collect good karma? I can understand the term Karma and some good things that people do I can explain why Chitram Moksha is taught to Hindu children I can give examples of some ways Hindus encourage good Karma</p> <p>Vocabulary - Hindu, Karma, Reincarnation</p> <p>Christianity Is the cross a symbol of love, sacrifice or commitment to Christians? I can explain what the word 'Sacrifice' means and why it is linked to poppies I can give examples of how Christians use the sign of the cross in different ways I can decide whether the cross is a symbol of love, sacrifice or commitment to Christians I can understand the idea of a kingdom I can understand and give examples of how people treated Jesus like a king</p>	<p>French</p> <p>Discovering Paris I can understand and ask questions using <i>C'est</i> + noun? (Is it + noun?), coupled with the conjunction <i>ou</i> (or). I can understand and respond to some more classroom commands. I can ask questions to a partner using number labels and answer those questions correctly using <i>oui</i> or <i>non</i>. I can say the numbers 7, 8, 9 and 10. I can ask questions, combining the use of <i>C'est</i>, the conjunction <i>ou</i>, some proper nouns, and the right intonation. I can use the adverbial phrase <i>À Paris, ...</i> (In Paris, ...) + the verb <i>il y a</i> (there is/are) to talk about what there is in Paris. I can use a template to create spoken sentences about what landmarks there are in Paris. I can use the conjunction <i>et</i> (and) to link two words together. I can say the numbers 11 and 12. I can form sentences to talk about more than two things that there are in Paris using an adverbial opener,</p>



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	<p>I understand what Christians mean when they refer to 'The Kingdom Of God'</p> <p>Vocabulary - Sacrifice, Eucharist, Mass, commitment</p>	<p>a verb, at least three nouns, commas and a conjunction.</p> <p>I can create sentences using adverbs, a verb, nouns and a conjunction.</p>
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