

# Year 3 Curriculum Overview Spring 2023

## ENGLISH

### Writing

#### Texts used:

The Pied Piper of Hamelin by Michael Morpurgo  
 Escape from Pompeii by Christina Balit  
 Cloud Tea Monkeys by Mal Peet and Elspeth Graham  
 Cinderella of the Nile by Beverley Naidoo

#### Fiction and Non-Fiction Writing

We will be learning the following:

- **Reading, analysing and performing the poem The Pied Piper to be able to:**
  - Identify and discuss common themes in myths, fables & legends; describe the key characters, with reference to the text; write information reports on rats;
  - Plan and write own stories in style of myth/legend/fable.
- **Reading the book Escape from Pompeii to be able to:**
  - Explore the main characters and write letters of advice; collect powerful vocabulary to use when writing;
  - Write a newspaper report.
- **Reading the book Cloud Tea Monkeys to be able to:**
  - Write letters of thanks;
  - Research, plan and write a non-chronological report on tea.
- **Reading the book Cinderella of the Nile to be able to:**
  - Use the present perfect tense; develop skills of inference; explore the literary language and the effect it has on the reader; investigate abstract nouns; write a diary entry in role;
  - Devise own version of a Cinderella story.

### Reading

#### Texts used:

The Pied Piper of Hamelin by Robert Browning  
 Earth Shattering Events by Robin Jacobs  
 Old Possum's Book of Practical Cats by T. S. Eliot  
 Africa, Amazing Africa by Atinuke

#### Through our reading and study of these texts, we will practise and develop the skills of:

Identifying and understanding new vocabulary; inference; prediction; explaining our ideas; retrieval of information from the text; summarising a passage of text.

#### KS2 Reading Content Domains

	Content Domain	
<b>Author Choice</b>	2g:	Identify/explain how meaning is enhanced through choice of words and phrases.
<b>Vocabulary</b>	2a:	Give/explain the meaning of words in context.
<b>Compare, Contrast &amp; Comment</b>	2f:	Identify/explain how information/narrative content is related and contributes to meaning as a whole.
	2h:	Make comparisons within the text.
<b>Retrieval</b>	2b:	Retrieve and record information/identify key details from fiction and non-fiction.
<b>Inference</b>	2d:	Make inferences from the text/explain and justify inferences with evidence from the text.
<b>Summary</b>	2c:	Summarise main ideas from more than one paragraph.
<b>Prediction</b>	2e:	Predict what might happen from details stated and implied.

### Spelling

Daily phonics practise will continue for children who still need this.

#### Words from the statutory Year 3 4 List:

answer build calendar centre century certain circle different difficult enough February fruit heard height history increase Island medicine natural notice often possess(ion) pressure regular reign straight strength woman/women

#### Spelling Patterns:

Words with the /s/ sound spelt sc (Latin in origin)  
 Words with the /k/ sound spelt ch (Greek in origin)  
 The /i/ sound spelt y elsewhere than at the end of a word  
 Homophones and near homophones



# MATHS

## Number

### Multiplication & Division

- Multiplication – equal groups
- Use arrays
- Multiples of 2
- Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3
- The 3 times table
- Multiply by 4
- Divide by 4
- The 4 times table
- Multiply by 8
- Divide by 8
- The 8 times table
- The 2, 4 and 8 times tables
- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – with exchange
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
- Divide a 2-digit number by a 1-digit number – with remainders
- Scaling
- How many ways?

## Measurement

### Length and Perimeter

- Measure in metres and centimetres
- Measure in millimetres
- Measure in cm and mm
- Metres, cm and mm
- Equivalent lengths (metres and centimetres)
- Equivalent lengths (centimetres and millimetres)
- Compare lengths
- Add lengths
- Subtract lengths
- What is perimeter?
- Measure perimeter
- Calculate perimeter

## Number

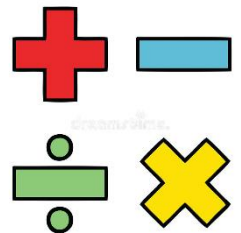
### Fractions

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number line
- Equivalent fractions on a number line
- Equivalent fractions as bar models

## Measurement

### Mass and Capacity

- Use scales
- Measure mass in grams
- Measure mass in kg and g
- Equivalent masses (kg and g)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres
- Measure capacity in volume in litres and millilitres
- Equivalent capacities and volumes (litres and millilitres)
- Compare capacity and volume
- Add and subtract capacity and volume



## ART & DESIGN

### Working with Shape and Colour

**Painting with Scissors:** Collage and stencil in response to looking at artwork.

#### We will learn that:

- We can be inspired by key artworks and make our own work in creative response.
- We can use shape and colour as a way to simplify elements of the world.
- Shapes have both a positive and negative element.
- We can arrange shapes to create exciting compositions.
- We can build up imagery through layering shapes.
- We can use collage to inspire prints.

We will look at the art of Henri Matisse and Claire Willberg.

## COMPUTING

### Computing Systems and Networks

#### We will learn:

- About digital devices and what makes them work.
- How digital devices help us.
- How computers are connected.
- What a network looks like.

### Creating Media: Animation

#### We will learn:

- A range of techniques to create a stop-frame animation.
- To apply skills to create a story-based animation.
- To add other types of media to an animation.

## DESIGN & TECHNOLOGY

### Edible Garden

#### We will learn:

- Where and how a variety of ingredients are grown.
- How to plant seeds and care for plants so they yield produce that can be used in cooking.
- How to cook with the ingredients we are growing; following recipes and using different kitchen equipment.
- The appropriate safety and hygiene rules.

## GEOGRAPHY

### The UK

#### We will:

- Focus on locational knowledge, using geographical skills and fieldwork enquiry.
- Broaden our geographical knowledge of the UK and look closely at physical features, including mountains, rivers and seas.
- Find out how the UK has changed over time, focusing specifically on how London grew and UK population expanded.

## HISTORY

### The Railways

#### We will learn about:

- The development and growth of the railways and networks in Great Britain.
- The development of locomotive technology and the differences between steam, diesel and electric locomotives.

**We will** investigate important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and learn about some of the key people who were influential in the development of the railways.

## LANGUAGES: FRENCH

### Food, Glorious Food & Family and Friends



#### We will learn:

- The vocabulary for a range of food.
- To express likes and dislikes.
- To count and use plural nouns
- To name parts of the body
- To identify colours and say what we are wearing.
- How to identify and introduce family and pets and spell their names.
- The names for places in their own home.

## MUSIC

### Latin Dance 'March from the Nutcracker' From a Railway Carriage

#### We will learn to:

- Compose a 4-beat rhythm pattern
- Sing syncopated rhythms
- Invent a drone.
- Accompany a song
- Understand the structure of rondo form.
- Develop a sense of beat and rhythmic pattern.
- Create word rhythm patterns.
- Listen carefully to pieces of music that combine words and music.



## P.E.

### Dance and Net & Wall Games

#### We will learn:

- Partner work, linking movements and creating routines.
- Racket skills, serving, receiving.

## P.S.H.E.

### Health and Wellbeing Relationships Living in the Wider World

- I Am Who I Am!
- Hearts and Minds
- Three In One
- Sweet Dreams
- Dot Dot Dash
- Listen Up!
- My Community
- School Swap

### Extremism and Radicalisation

- Building Courage and Resistance

## R.E.

### Judaism:

#### We will:

- Be introduced to the Jewish belief of a covenant agreement between God and His chosen people.
- Learn about Moses, the plagues in Egypt, the crossing of the Red Sea and the Ten Commandments.
- Learn about the festival of Pesach and its origins in the Torah.
- Learn what it means to be Jewish.
- Look at different parts of the Jewish scriptures.
- Look at the purpose of the collected teachings of the Talmud.
- Relate this to God's laws in the Torah.
- Explore the Jewish faith as rooted in its historical origins in time and place as recorded in the Tanakh.

## SCIENCE

### Rocks, Soils and Fossils

#### We will learn:

- About the three main types of rocks.
- To compare and groups rocks to decided if they are natural or manmade.
- About sediment layers.
- How fossils are formed.
- About Mary Anning
- How soil is formed.



## AWARENESS AND ENRICHMENT OPPORTUNITIES

Children's Mental Health Week  
Safer Internet Day  
World Book Day  
British Science Week: Connections