

Year 3 Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To compare and order numbers up to 1000 To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators To recognise and show, using diagrams, equivalent fractions with small denominators To compare and order unit fractions, and fractions with the same denominators To find familiar fractions of small amounts To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle To draw 2-D shapes To recognise angles as a property of shape To measure the perimeter of simple shapes To add and subtract amounts of money to give change, using both £ and p in practical contexts. 						ASSESSMENT WEEK	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <ul style="list-style-type: none"> To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To read and write numbers up to 1000 in numerals and in words To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds To tell and write the time from an analogue clock, including using Roman numerals from I to XII To estimate and read time with increasing accuracy to the nearest minute ; record and compare time in terms of seconds, minutes and hours To know the number of seconds in a minute, minutes in an hour, hours in a day and days in a week To compare durations of events To compare and order numbers up to 1000 To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. 						ASSESSMENT WEEK	
															HALF TERM
ENGLISH	<p><u>Oliver and the Seawigs by Phillip Reeves and Sarah McIntyre</u></p> <ul style="list-style-type: none"> To explore, interpret and respond to illustrations in a book To enjoy a story and discuss its meanings To build an imaginative picture of a fantasy world, based on real life experiences To explore these through role play and through writing in role To write own stories based on the story read from another character’s point of view. 						<p><u>Stone Age Boy by Satoshi Kitamura</u></p> <ul style="list-style-type: none"> To understand the themes of a text To draw inferences from the written and visual text to support understanding of a character and setting To develop creative responses to the text through drama, storytelling and artwork To understand how illustration and text contribute to meaning To write in role in order to explore and develop understanding of a setting. 								
	<p><u>Possible Writing Outcomes</u></p> <ul style="list-style-type: none"> Drawing and annotating Writing in role Note writing First-person message Character profile Diary entry Instruction writing Leaflets Poetry Argument Message in a bottle Story-mapping. 						<p><u>Possible Writing Outcomes</u></p> <ul style="list-style-type: none"> Writing in role /Dialogues Information texts Letter writing Balanced argument. 								

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DT							<p><u>Pesach Pop-Up</u></p> <ul style="list-style-type: none"> Plan, refine and alter their drawings as necessary With growing confidence generate ideas for an item, considering its purpose and the use When planning explain their choice of materials and components including function and aesthetics Explain their choice of tools and equipment in relation to the skills and techniques they will be using Measure, mark out, cut, score and assemble components with more accuracy Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work Start to measure, tape or pin, cut and join fabric or pop up paper with some accuracy Develop skills building on from previous years choosing techniques for purpose Explain why they chose particular tools and materials Start to evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i> Relate ideas/ work to famous designers. <p><u>Artist/Designer</u> Peter Dahmen</p>
COMPUTING	<p>COMPUTING STRAND: Digital Literacy Unit 3.2 Online Safety - Programs; 2Connect, 2Blog, 2Write</p> <ul style="list-style-type: none"> To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away To understand how the Internet can be used to help us to communicate effectively To understand how a blog can be used to help us communicate with a wider audience To look at a 'spoof' website To create a 'spoof' webpage To think about why these sites might exist and how to check that the information is accurate To learn about the meaning of age restrictions symbols on digital media and devices To discuss why PEGI restrictions exist To know where to turn for help if they see inappropriate content or have inappropriate contact from others. 	<p>COMPUTING STRAND Information Technology Unit 3.3 Spreadsheets - Programs; 2Calculate,</p> <ul style="list-style-type: none"> To create pie charts and bar graphs To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data To introduce the 'more than', 'less than' and 'equals' tools To introduce the 'spin' tool and show how it can be used to count through times tables 	<p>Continue COMPUTING STRAND Information Technology Unit 3.3 Spreadsheets - Programs; 2Calculate,</p> <ul style="list-style-type: none"> To introduce the Advanced mode of 2Calculate To learn about describing cells using their coordinates. 	<p>COMPUTING STRAND: Information Technology Unit 3.4 Touch-Typing – Program; 2Type</p> <ul style="list-style-type: none"> To discuss the need for correct posture when typing. To introduce typing terminology To practise and improve typing skills To start to type words To improve the speed and efficiency of typing skills. 	Catch-up/ Consolidation		
PE	<p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> To pass and receive a ball with accuracy. To run with a ball using the correct technique. To successfully pick up the ball when running. To keep possession of the ball in small groups. To increase distances on passes. To identify when to run or pass. To use tactics and team work to score tries. 			<p><u>Hockey</u></p> <ul style="list-style-type: none"> To learn some basic hockey skills such as dribbling To begin to understand the basic rules of hockey To increase speed and endurance during game play To play in competitive games developing stamina and endurance To develop running, sprinting and dynamic balance in games To work together to learn how to defend and attack during game situations. 			

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MUSIC	<p>Unit: Instrumental Lessons - Violins</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) • Understanding that music from different parts of the world, and different times, have different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) • Singing short songs from memory, with melodic and rhythmic accuracy • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse • Performing expressively using dynamics and timbre to alter sounds as appropriate • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. 	<p>Unit: Instrumental Lessons - Violins</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz) • Understanding that music from different parts of the world, and different times, have different features • Recognising and explaining the changes within a piece of music using musical vocabulary • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement • Beginning to show an awareness of metre • Recognising and beginning to discuss changes within a piece of music. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes • Choosing appropriate dynamics, tempo and timbre for a piece of music • Using letter name and graphic notation to represent the details of their composition • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet) • Singing short songs from memory, with melodic and rhythmic accuracy • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse • Performing expressively using dynamics and timbre to alter sounds as appropriate • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
	SRE/PSHE	<p>Internet Safety</p> <ul style="list-style-type: none"> • To explain how their actions online have consequences for themselves and others • To recognise risks, dangers and hazards online and use basic techniques for resisting pressure

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	<ul style="list-style-type: none"> To understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying To understand that any personal information they put online can be seen and used by others. To know that people sometimes behave differently online and pretend to be someone they are not. <p>Heads-Up Programme (A social and emotional well-being programme)</p> <ul style="list-style-type: none"> To demonstrate that children can recognise their own worth and that of others To express their views confidently and listen to the views of other To learn how to respond to teasing/bullying and other aggressive behaviours To be able to give constructive feedback to others To explain how their actions have consequences for themselves and others To understand how to resolve differences. <p>Children’s Mental Health Week</p> <ul style="list-style-type: none"> To feel confident to raise their own concerns To demonstrate that they recognise their own worth and that of others. 	<ul style="list-style-type: none"> To identify the similarities and differences between different types of families. They understand that it’s important to respect the difference between families To identify special people (family, friends, and carers) and what makes them special. They know how their family should care for one another and who they can go to for help and support. <p>Preparing to be citizens in society</p> <ul style="list-style-type: none"> To show how they can care for the local environment (e.g. the school grounds) To know about their responsibilities in school, family and the wider world.
FRENCH	<p>Les Saisons KS2 (The Seasons)</p> <ul style="list-style-type: none"> To name, recognise and remember all four seasons in French To say which is our favourite season in French To say why it is our favourite season in French To start to recognise and use the conjunctions ‘et’ (and) & ‘car’ (because) in our spoken and written responses. 	<p>Les Glaces (Ice Creams)</p> <ul style="list-style-type: none"> To name and recognise up to 10 different flavours for ice creams To ask for an ice-cream in French using ‘je voudrais’ To say what flavour they would like To say whether they would like their ice-cream in a cone or a small pot/tub.
JS	<p>Parasha</p> <ul style="list-style-type: none"> To know the name of the weekly Parasha To be able to write the name of the weekly Parasha and understand its meaning Parashat Bo – To know the importance of being kind and considerate Parashat Beshalach – To understand why it is important to keep a promise Yitro – To know about the Mitzvah of Shabbat Mishpatim – To appreciate the importance of being sensitive to the needs of others Terumah - To understand how we can bring Hashem in to our everyday lives Tetzaveh - To know why it is important to always try our best. <p>Skills</p> <ul style="list-style-type: none"> Rosh Chodesh Hallel ‘Ma Ashiv’ with focus on Shin/Sin with two dots read Shirat Moshe with focus on Shin/Sin ‘One dot two jobs’ Asseret Hadibrot with focus on Shin/Sin with two dots Laws from Parashat Mishpatim with focus on double ‘Sheva’, second one is sounded Birkat Kohanim with review of Shin/Sin with two dots Bigdei Kohen Gadol with focus on rule ‘Shin/Sin ‘one dot, two jobs’ Prayer for Medinat Yisrael with focus on rule. <p>Topic</p> <ul style="list-style-type: none"> To know the names of the accessories of the Sefer Torah To know the names of the three prayers each day and musaf when it is added To know basic do’s and don’ts when visiting a shul To know how to behave and dress properly in shul To understand the uses of a shul To know what a minyan is. 	<p>Parasha</p> <ul style="list-style-type: none"> To know the name of the weekly Parasha To be able to write the name of the weekly Parasha and understand its meaning Parashat Vayakhel – To know that our talents are a gift from Hashem Parashat Pekudei – To appreciate the importance of following instructions. <p>Skills</p> <ul style="list-style-type: none"> Megillat Esther Chapter 1 with focus on the silent Yud in a word Megillat Esther 5 with focus on Chataf Kamatz Megillat Esther Chapter 8 and 9 with review of Shin/Sin with two dots. <p>Chagim: Purim</p> <ul style="list-style-type: none"> To know that Purim is on the fourteenth of Adar To know that Mordechai (with Divine inspiration) recorded the events of Purim and this is Megillat Esther To know that the day before Purim – the thirteenth of Adar is called Ta’anit Esther and understand that Ta’anit Esther is a fast day and why To demonstrate an understanding of the story of Purim through retelling, recording, role-play and creative art To be able to differentiate between the mitzvot of Purim and the customs To know that the tefillah ‘Al hanissim’ and ‘bimei Mordechai’ is recited on Purim in the Amidah and in Birkat Hamazon and able to read/sing them. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> To know that Pesach lasts for eight days and that the middle days are called Chol Hamoed To know that Pesach begins on the 15th Nissan To know the characters and sequence of events in the Pesach story from Yaakov coming down to Mitzrayim to Kriat Yam Suf To demonstrate an understanding of the story through retelling, recording, role play and creative art To know what makes Matzah Kasher for Pesach To know and understands the terms bedikat chametz and biur chametz

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Chagim: Tu BiShvat

- To know that in the order of brachot, Ha'etz comes before Ha'adamah
- To differentiate between fruit and vegetables on a higher level – ha'etz and ha'adamah including exotic fruit – look at their special properties and the “gadlut haberiah” (can make a cross curricular link to Science)
- To know that the name of Tu B'Shvat links with its date – the Gematriah link
- To know that we say the Brachah shehecheyanu on a new fruit.

- To know what chametz is and that one must not possess any chametz during Pesach and that this is achieved through the process of bedikat chametz and biur chametz
- To know that one may not eat chametz on erev Pesach after a specific time
- To know that the burning of chametz must take place by a specific time
- To know that the Omer is said for seven weeks/forty-nine days from the second night of Pesach
- To know the four names of Pesach and their meanings
- To know specific topics and songs from the Haggadah and know some of their sources- : the four sons, verses of Dayenu, parts of Hallel.