



Year 3 Spring 2024 Curriculum Overview



Respect ~Reflect ~Achieve ~Grow

<p>English</p> <p>Reading Key texts: change story (fiction). Discussion text – Are canals dangerous? Explanation text – Why do plants need water to grow? (non-fiction). In reading sessions, a focus on: Vocabulary, Inference, Predication, Retrieval and Summarising.</p> <p>Writing- composition</p> <ul style="list-style-type: none"> • Genre exploration (as above) • The writing process following TfW (cold write, planning, imitation, innovation- including a shared write and independent application) <p>Writing- Grammar and Spelling Use KS1 punctuation accurately; edit own work, use apostrophes for omission; use subordinating conjunctions; start to spell most year 3 and 4 words accurately.</p>	<p>Maths</p> <p>Multiplication and Division Multiply 2-digits by 1 digit Divide 2 digits by 1 digit Divide 100 into 2,4,5 and 10 equal parts Divide with remainders</p> <p>Measurement, Length and Perimeter Measure and compare lengths Add and subtract lengths Equivalent lengths (mm, cm, m) Measure and calculate perimeter</p> <p>Fractions Recognise fractions Unit and non-unit fractions Counting fractions</p> <p>Mass and Capacity</p>	<p>Science</p> <p>Light Explore light and dark Reflective surfaces and how mirrors work Understand how shadows are made Sun safety</p> <p>Plants Know what plants need to grow and stay healthy Investigate the functions of the different parts of flowering plants Investigate the way in which water is transported within plants Explore the life cycle of flowering plants</p>	<p>PE</p> <p>Balls Skills Tennis Dodgeball Fundamentals</p>
<p>French</p> <p>Culture -What foods are popular in France?</p> <p>Language Development</p> <ul style="list-style-type: none"> - Au café/foods - Numbers to 20 - Recap days of the week - Story telling 	<p>Computing</p> <p>Safer Internet Day Coding (Purple Mash Unit 3.1) Write, test and debug programmes. We Are Presenters (PowerPoint) (Switched-on Computing Unit 3.3) Create an animation using ppt and Purple Mash.</p>	<p>Religious Education</p> <p>Journeys • Show how feelings and beliefs affect how they and others behave in their life journey.</p> <p>Listening and Sharing • Ask and respond to questions about their own and others' experiences.</p> <p>Giving All • Explore how people give themselves for others.</p>	<p>Design and Technology:</p> <p>Shell structures Explore, deconstruct, design and make shell structures (boxes/packaging).</p> <p>Art Developing an understanding of shading and drawing techniques to create botanical inspired drawings.</p>
<p>Music</p>	<p>History</p>	<p>Geography</p>	<p>PSHE/RSE</p>

Exploration of the elements of music: pulse, rhythm, duration, tempo, pitch and melody, using the theme of Stone, Bronze and Iron age.	Bronze to Iron Age Locate Bronze Age and Iron Age on the timeline. Explore homes and settlements. Learn facts about the Beaker people.	Our World - Where on the Earth are we?	Living in the Wider World: belonging to a community. Media literacy and digital resilience. Money and work. RSE: To describe and give reasons why a friendship can break down, how they can be repaired and strengthened.
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