



EXCELLENCE · RESPECT · RESPONSIBILITY · INTEGRITY · COMPASSION

## Year 3 Curriculum Overview

### Term 2 (Spring Term)

English	Maths
<p><b>Using a range of texts</b> (<i>including fiction, non-fiction, and poetry</i>) students will explore, read and write studying the following elements of English.</p> <ul style="list-style-type: none"><li>• Oral composition of sentences</li><li>• Capital letters and full stops</li><li>• Statements and Commands</li><li>• Commas for lists</li><li>• Labels</li><li>• Sentence openers</li><li>• prefixes and suffixes</li><li>• Expanded noun phrases,</li><li>• Third person and First person</li><li>• Past tense verbs</li><li>• Homophones</li><li>• Compound words</li><li>• Adjectives and nouns for alliteration and 2A sentences</li><li>• Conjunctions</li><li>• Apostrophes for possession and contractions.</li><li>• Prepositions</li><li>• Imperative verbs</li><li>• Re-reading work to check, edit and re-draft</li></ul>	<p><b>Multiplication and division:</b></p> <ul style="list-style-type: none"><li>• Multiples of 10</li><li>• Multiply a 2-digit number by a 1-digit number</li><li>• Link multiplication and division</li><li>• Divide a 2-digit number by a 1-digit number</li><li>• Related problem-solving calculations</li><li>• Reasoning about multiplication</li></ul> <p><b>Length and perimeter:</b></p> <ul style="list-style-type: none"><li>• Measure in centimetres, millimetres and metres</li><li>• Calculate equivalent lengths (metres and centimetres)</li><li>• Compare lengths</li><li>• Add and subtract lengths</li><li>• Measure and calculate perimeter</li></ul>
Science	Physical Education
<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"><li>• Compare how things move on different surfaces.</li><li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li><li>• Observe how magnets attract or repel each other and attract some materials and not others.</li><li>• Compare and group together a variety of everyday materials on the basis of whether they</li></ul>	<p>In Physical Education, student will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>



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<p>are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>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.</li> <li>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Students will be taught to:</b></p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination.</li> <li>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> <li>Develop flexibility, strength, technique, control and balance.</li> <li>Perform dances using a range of movement patterns.</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Students will cover a range of activities including:</b></p> <ul style="list-style-type: none"> <li>Core Skills</li> <li>Invasion Games</li> <li>Striking and Fielding Activities</li> <li>Net and Wall Games</li> <li>Athletic Activities</li> <li>Creative Movement</li> <li>Swimming and water safety</li> <li>Outdoor and Adventurous Activities</li> </ul>
Computing	Humanities
<p><b>Branching Databases</b></p> <ul style="list-style-type: none"> <li>Building and using branching databases to group objects using yes/no questions.</li> </ul> <p><b>Computer skills</b></p> <ul style="list-style-type: none"> <li>Consolidate logging in and navigating the internet.</li> </ul>	<p><b>History - The Romans</b></p> <ul style="list-style-type: none"> <li>To identify and describe why historical events occurred.</li> <li>Know about the characteristic features of the period and society studied such as the experiences, beliefs and attitudes of people from the period being studied.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Name and locate geographical regions, identify human and physical characteristics and key features.</li> <li>Different various geographical features (mountains, beaches, rivers, cities,)</li> <li>Human &amp; physical geography; local geography, climates, trading.</li> </ul>



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Music	Art
<p><b>Singing</b></p> <ul style="list-style-type: none"><li>• Sing a widening range of unison songs of varying styles and structures with a pitch range of do-sol, tunefully and with expression.</li></ul> <p><b>Musicianship</b></p> <ul style="list-style-type: none"><li>• Combine known rhythmic notation with letter names to create small improvisations and compositions.</li><li>• Rhythm: Introduce and understand rhythmic notation (crotchets and paired quavers).</li></ul>	<p><b>Telling Stories Through Drawing &amp; Making</b></p> <ul style="list-style-type: none"><li>• Explore how artists are inspired by other art forms – in this case how we make sculptures inspired by literature and film.</li></ul> <p><b>Paint and model making</b></p> <ul style="list-style-type: none"><li>• Explore how artists combine media to create work in response to the landscape. Use acrylic paint to paint a landscape.</li><li>• Use clay to mold a Roman inspired art piece.</li></ul>
<b>PSHE - Personal, Social, and Health Education</b>	
<p><b>Belonging to a community</b></p> <ul style="list-style-type: none"><li>• The value of rules, rights &amp; responsibilities</li><li>• Environment: single-use plastic /oceans warming</li></ul> <p><b>Money and Work</b></p> <ul style="list-style-type: none"><li>• Different jobs and skills</li><li>• Job Stereotypes</li><li>• Setting personal goals</li></ul>	