

Year 3 Spring Term Curriculum Provision
We aim to begin teaching in this term...

Book Options:	The True Story of the Three Little Pigs The Egyptian Cinderella The Twits
Values and Virtues (Golden Thread): British Values	Curious and Active Intentional and Prophetic
Catholic Social Teaching	Solidarity and The Common Good – Day of Prayer for Peace (16 th January), Little Way Association, Little Way Week Option for the Poor and Vulnerable – Lent, Almsgiving and Fasting, Migrants and Refugees, Food Banks

R.E.	<p>Christmas</p> <ul style="list-style-type: none"> • know the story of the shepherds and how they reacted to the news of Christ’s birth • empathise with the feelings and reactions of the shepherds at this event • know that the Crib is an important symbol of prayer and devotion. <p>V+V: Generous to God for the gift of his only son</p> <p>Reconciliation</p> <ul style="list-style-type: none"> • know that human beings often have freedom to make choices • understand the difference between a good and a bad choice and the consequences these bring • know some teaching of Jesus about the forgiveness of sin when wrong choices have been made • understand that the Sacrament of Reconciliation is the Church’s celebration of God’s forgiveness of sin. <p>V+V: compassion towards others and learning to forgive them</p> <p>Lent</p> <ul style="list-style-type: none"> • know and understand that the Season of Lent is a time when Christians try to change to be more like Christ • know some stories about Christ bringing change to the lives of people who were sick and in need. <p>V+V: grateful for God’s forgiveness as we repent</p> <p>Holy Week</p> <ul style="list-style-type: none"> • know that Holy Week celebrates the last week of the life of Jesus here on earth • understand that the events of Palm Sunday and the Last Supper tell us about who Jesus is • make some links between the Passover, the Last Supper and the celebration of Mass. <p>V+V: celebrate Jesus’ life on Earth by being grateful for Him and generous to others</p> <p>BV: Mutual respect and tolerance for those with different faiths</p>
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Writing: Transcription

- Use the first two letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use some prefixes and suffixes and understand how to add them (English Appendix 1).

Handwriting

- Beginning to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Beginning to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

- Plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Plan their writing by beginning to discuss and record ideas.
- Draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
- Draft and write by organising simple paragraphs around a theme.
- Draft and write by creating simple settings, characters and a basic plot in narratives.
- Draft and write by beginning to use simple organisational devices in non-narrative material [for example, headings and sub-headings].
- Evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements
- Evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Develop their understanding of the concepts set out in English Appendix 2 by using the present perfect form of verbs in contrast to the past tense.
- Develop their understanding of the concepts set out in English Appendix 2 by using conjunctions, adverbs and prepositions to express time and cause.
- Use grammatical terminology for Year 3 understanding the formation of nouns using a range of prefixes [for example super-, anti-, auto-]
- Use grammatical terminology for Year 3 understanding paragraphs as a way to group related material.
- Use grammatical terminology for Year 3 using headings and sub-headings to aid presentation.

Reading Word

- Apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
- Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Comprehension**
- Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.

	<ul style="list-style-type: none"> • Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action. • Develop positive attitudes to reading and understanding of what they read by Beginning to recognise some different forms of poetry [for example, free verse, narrative poetry]. • Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types]. • Retrieve and record simple information from non-fiction
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p>Number – multiplication and division</p> <ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives. <p>Measurement – money</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts. <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present data using bar charts, pictograms and tables. • Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables. <p>Measurement – length and perimeter</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2D shapes. <p>Number – fractions</p> <ul style="list-style-type: none"> • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Solve problems that involve all of the above.

Science	<p>Light:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical, enquires, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions to support their findings
P.E.	<p>Swimming</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance • Perform correct front crawl arm action • Perform correct front crawl leg action • Breath correctly with face in and out of water <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate e.g. Rounder's and Cricket • Be able to strike a ball with some accuracy • Vary the speed and direction of a ball • Perform the basic skills needed for the games with control and consistency
Computing	<ul style="list-style-type: none"> • Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

P.S.H.E

- To be able to recognise and respond appropriately to a wider range of feelings in others.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.
- To learn that their actions affect themselves and others.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.
- To work collaboratively towards shared goals
- To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
- To learn to recognise and manage 'dares'.
- To recognise and challenge stereotypes.
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.

French	<p>Listening & Comprehension</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <p>Speaking</p> <ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences <p>Reading & Comprehension</p> <ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>Writing</p> <ul style="list-style-type: none"> write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Progression of skills</p> <ul style="list-style-type: none"> Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught Communicate with others using simple words and short phrases covered in the units Read familiar words and short phrases accurately by applying knowledge from 'Phonics lesson one'. Understand the meaning in English of short words I read in foreign language Write familiar words and short phrases using a model or vocabulary list e.g. 'I play the piano', 'I like apples' Start to understand the concept on noun gender and the use of articles. Use the first-person singular version of high frequency verbs e.g. 'I play', 'I like', 'I am called' 	
	<p>Egypt 'Tomb Raiders'</p>	
Local links:	Children to visit the Birmingham Museum – Ancient Egypt- what is at the Birmingham Museum?	
Planning Resources:	<ul style="list-style-type: none"> Moving Monsters – making a working shaduf 	
Subj	Learning Aims	

	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas
History	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>V+V: Was Love and Compassion always shown in how the Egyptians treated each other?</p> <p>BV: comparing democracy to the social structures of Ancient Egypt</p>	<p>To discuss and organise some key events from an early civilization.</p> <p>To examine the societal structure of Ancient Egypt.</p> <p>To analyse the role, rights and responsibilities of a Pharaoh.</p> <p>To recall and determine the impact of Howard Carter's discovery.</p> <p>To examine mummification, pyramids, burial sites and Egyptian tombs.</p> <p>To consider the inventions from Ancient Egypt and their impact on the world today.</p>	<p>Ancient</p> <p>The Nile</p> <p>Chariot</p> <p>Civilisation</p> <p>Pharaoh</p> <p>Scribe</p> <p>Invade</p> <p>Egypt</p> <p>tomb temple</p> <p>empire</p> <p>hieroglyphics</p> <p>era</p> <p>preserve</p> <p>trade</p> <p>irrigation</p> <p>pyramid</p> <p>chamber</p>	<ul style="list-style-type: none"> • ½ day Egyptian experience • Tomb raider traps • Virtual journey through the River Nile
Ge ogr	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied .</p> <p>Describe and understand key aspects of: physical geography, including: and vegetation belts, rivers, mountains, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>V+V: we are grateful for God's Earth</p>	<p>To summarise the location of Egypt.</p> <p>To identify and classify the geographical features of Egypt.</p> <p>To label the location of the River Nile and summarise some of its features.</p> <p>To establish the positive and negative effects of the Aswan Dam.</p> <p>To demonstrate the uses of the River Nile and how they have changed over time.</p> <p>To construct a journey through the River Nile (extended writing).</p>	<ol style="list-style-type: none"> 1. Source 2. Mouth 3. Equator 4. Bank 5. Current 6. Downstream 7. Floodplain 8. Tributaries 	
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	Virtual Art Musuem tour

	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.</p> <p>V+V: grateful for the art and design that people before us have given us.</p> <p>V+V: Curious about the different styles of art that can be found, and active in taking these on in the way we take our work forwards.</p>	<p>To know about the first recorded architect, Imhotep</p> <p>To innovate a piece of work in the style of Imhotep (plan)</p> <p>To produce an artistic piece in Imhotep's style</p> <p>To evaluate artwork based on the success criteria.</p> <p>To consider modern architecture and architects</p>	<p>Rubbing</p> <p>Sketching</p> <p>Architecture/Architect</p> <p>Artist</p> <p>Technique</p> <p>Purpose</p> <p>Materials</p>	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>To establish how different objects move.</p> <p>To review the purpose of a shaduf's components.</p> <p>To design a functioning shaduf.</p> <p>To produce a functioning a shaduf.</p> <p>To appraise the effectiveness of your shaduf.</p>	<ol style="list-style-type: none"> 1. Components 2. Needs 3. Shaduf 4. Purpose 5. Cut 6. Diagrams 7. Annotate 	
<p>Mu sic</p>	<p>National Curriculum Outcome</p>	<p>Small Steps to learning (assessment criteria)</p>	<p>Key vocab includes:</p>	

Guitar lessons provided by Dudley Music Service

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians