

Year 3 Curriculum Map

Spring Term 2

<u>Maths</u>	<u>English</u>	<u>Science</u>
<ul style="list-style-type: none"> ▪ Multiplication and Division <ul style="list-style-type: none"> ○ 3, 4 and 8 times tables ○ Multiples of 10 ○ Related calculations ○ Multiply 2-digit by a 1-digit number including exchanging ▪ Fractions <ul style="list-style-type: none"> ○ Unit fractions ○ Non-unit fractions ○ Compare unit and non-unit fractions. ○ Fractions of scales. ○ Understand the whole ○ Understand beyond the whole ○ Fractions on a number line 	<ul style="list-style-type: none"> ▪ Persuasive Writing (<i>The Chieftain's Speech</i>) <ul style="list-style-type: none"> ○ Rhetorical questions. ○ Repetition for persuasion. ○ Alliteration. ○ Humility. ○ Use of sentence openers. ○ Persuasive language. ▪ Poetry (<i>Poetry Pie</i>) <ul style="list-style-type: none"> ○ Consider how to perform poetry. ○ Use poetic devices – calligrams. ○ Write a poem using poetic devices. ▪ Recount – Email (<i>Rainforest Rough Guide</i>) <ul style="list-style-type: none"> ○ Key features of an email. ○ Retrieving information from a non-fiction text. ○ Planning and drafting an email. ○ Simple past tense. ○ Present perfect tense. ○ Prepositions. 	<ul style="list-style-type: none"> ▪ <u>Light</u> <ul style="list-style-type: none"> ▪ Identify light sources. ▪ Recognise that light can be reflected from surfaces. ▪ Recognise how shadows are formed. ▪ Explain how to protect our eyes from the sun. ▪ Find patterns in the way shadows change size.

<u>Computing</u>	<u>Art</u>	<u>Design Technology</u>
<u>Databases</u> <ul style="list-style-type: none"> Understand the basic structure of a database. Add data to a pre-made database. To refine data searches to find answers to questions. <p>To develop typing speed and accuracy.</p>	<u>Sculpture and 3D</u> <p><u>Continuation from Spring 1 - Abstract Shape and Space</u></p> <ul style="list-style-type: none"> Joining materials in different ways when working in 3D. Develop ideas for 3D art work. Apply knowledge of sculpture when working in 3D. Evaluate and improve art work. 	<u>Electrical Systems</u> <p><u>Electric Poster</u></p> <ul style="list-style-type: none"> First lesson in the series of lessons to be continued in Summer 1. To understand the purpose of information design.
<u>History</u>	<u>Geography</u>	<u>Music</u>
<p><u>Not covered in this half term.</u></p>	<u>Volcanoes</u> <ul style="list-style-type: none"> Know that the Earth is made up of different layers and name at least one layer. Name some parts of a volcano. Understand that some volcanoes are extinct, dormant or active and what these words mean. Name a volcano. 	<ul style="list-style-type: none"> Year 3 Music Performance Performing songs for the Year 3 play.

<u>MFL (French)</u>	<u>PSHE</u>	<u>Religious Education</u>
<ul style="list-style-type: none"> ▪ Learn and pronounce correctly objects of the classroom. ▪ Understand the grammatical notion of gender. ▪ Learn to ask and say your age. ▪ Recap of numbers to 10. ▪ Recap of greetings. ▪ Identify names of family members. 	<u>Healthy Me</u> <ul style="list-style-type: none"> ▪ I understand how exercise affects my body and know why my heart and lungs are such important organs. ▪ I know that the amount of calories, fat and sugar I put into my body will affect my health. ▪ I can tell you my knowledge and attitude towards drugs. ▪ I can identify things, people and places that I need to keep safe from. ▪ I know some strategies for keeping myself safe, who to go to for help and how to call emergency services. ▪ I can identify when something feels safe and unsafe. ▪ I understand how complex my body is and how to take care of it. 	<u>Judaism</u> <ul style="list-style-type: none"> ▪ What do many people do to mark Shabbat? ▪ What does Shabbat look like in the UK today? ▪ What do different Jewish people celebrate at Rosh Hashanah? ▪ What happens at Yom Kippur? ▪ What is the story of Passover? ▪ Why do many Jews celebrate Passover every year?

<u>Games</u>	<u>PE</u>	
<u>Tennis</u> <ul style="list-style-type: none"> ▪ To develop the accuracy of throwing and catching skills. ▪ To choose and use a range of simple tactics and strategies. ▪ To follow rule and keep score. ▪ To recognise what skillful play looks like. ▪ To suggest ideas and practices to improve their play. ▪ How to hold a racket correctly. 	<u>Dance</u> <ul style="list-style-type: none"> ▪ To perform dances using a range of movement patterns. ▪ To combine and perform movement phrases to represent facts about the Roman Empire. ▪ To compose and perform movement sequences with expression. ▪ To link and combine movement phrases. ▪ To work as part of a group to develop a longer dance that tells a story. ▪ To perform a dance with precision and control. ▪ To compose longer dance sequences for a performance and use a range of dance vocabulary to describe and improve work. <p><i>Swimming for one class so they will not complete the dance unit.</i></p>	