

## Year 3 Curriculum Coverage



Spring Term 2021 Spring 1 Exploring Europe Spring 2 Extreme Earth			
Topic texts	Knowledge	Skills	Enrichment Opportunities
<div style="text-align: center;">  <p><b>The Journey</b> by Lisa Thompson</p> </div> <div style="text-align: center;">  <p><b>Postcards</b></p> </div> <div style="text-align: center;">  <p><b>Holiday Brochure</b></p> </div>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>Narrative (writing to entertain) Stories with adventure</li> <li>Information Text (writing to inform) Non-Chronological reports (Newspaper) Postcards/brochures (persuasive)</li> <li>Recount – Letter Writing to a loved one about surviving a disaster</li> <li>Poetry – creating images Shape poems</li> </ul> <p><b>Maths</b> <b>(White Rose Scheme)</b></p> <ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Measurement (Money)</li> <li>Statistics</li> <li>Measurement (Length &amp; Perimeter)</li> </ul>	<p><b>Reading</b></p> <p>Develop positive attitudes to reading, and an understanding of what they read Understand what they read, in books they can read independently Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p><b>Writing</b></p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Evaluate and edit Proofread for spelling and punctuation errors Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Increase the legibility, consistency and quality of their handwriting</p> <p><b>Multiplication &amp; Division</b></p> <p>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 that they know</p> <p>Measurement – money Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables.</p>	<p>Bubble opportunities due to Covid 19</p> <p>French Experience Day Madame Hemsley</p>

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		<p>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. Measurement – length and perimeter <b>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</b> Measure the perimeter of simple 2D shapes.</p>	
<p><b>Texts related to Extreme Earth</b></p>	<p><b>Science</b></p> <p><u>Forces and Magnets</u></p> <p>compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p> <p><u>Animals Including Humans</u></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. Learn to use some new equipment appropriately (eg data loggers). Begin to see a pattern in my results. Begin to choose from a selection of equipment. Begin to observe and measure accurately using standard units including time in minutes and seconds. Ask some <b>relevant questions and use different types of scientific enquiries</b> to answer them. Begin to explore everyday phenomena and the relationships between living things and familiar environments. Begin to develop their ideas about functions, relationships and interactions. Begin to raise their own questions about the world around them. Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative <b>and fair tests</b>, finding things out using secondary sources. Set up some simple practical enquiries, comparative and fair tests. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to think of more than one variable factor. Gather record, and begin to classify and present data in a variety of ways to help in answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	
	<p><b>Art</b></p>	<p><b>Experiment</b> with ways in which surface detail can be added to drawings.</p>	



## Year 3 Curriculum Coverage

	<p>To learn about great European artists, architects and designers in history          Anselm Kiefer          Michelangelo          Le Corbusier          Coco Chanel          Salvador Dali</p> <p><b>Artist Day</b>          Children to research a famous artist from the country of their choice- create a fact file          Van Gogh, Monet, Leonardo Di Vinci, Michelangelo, Sophie Taeuber-Arp, John Armleder          Children to look at famous artists and their artwork annotating likes/ dislikes/ medium used/ stimulus for artwork          Plan their own artwork in the style/mixed styles of artists          Create artwork and evaluate.</p>	<p>Use sketchbooks to collect and record visual information from different sources.          Draw for a sustained period of time at an appropriate level.</p> <p><b>Lines and Marks</b>          Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.          Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><b>Form and Shape</b>          Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.</p> <p><b>Tone</b>          Experiment with different grades of pencil and other implements to achieve variations in tone.          Apply tone in a drawing in a simple way.</p> <p><b>Texture</b>          Create textures with a wide range of drawing implements.          Apply a simple use of pattern and texture in a drawing.          2014</p>	
	<p><b>D&amp;T</b>  <b>European Cooking– cross curricular in Maths &amp; Science (Measure, weigh, mix, divide, MELT)</b></p>	<p><b>Design, Make, Evaluate</b></p> <p>To research and evaluate existing products, I work in a safe, hygienic way,          To measure out my ingredients,          To understand what is healthy and unhealthy can choose ingredients based on this,          To use a cooking process.</p>	
	<p><b>Geography</b>          use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  <b>UK</b> - name and locate counties and cities of the United Kingdom (re-cap), learn about hills, mountains, coasts and rivers in the UK  <b>Europe</b> - locate Europe and European countries, using maps to focus on concentrating on their environmental regions, <b>key physical and human characteristics, countries, and major cities</b>, physical geography, including: <b>rivers, mountains (in Europe)</b>, human geography, including: types of settlement and land use, economic activity  <b>World</b> - identify the position and significance of <b>latitude, longitude, Equator</b> and <b>time zones</b> including day/night          Understand geographical similarities and differences through the</p>	<p>To create my own lines of enquiry          To name and locate countries and cities in Europe (incl. Russia) and describe them in terms of size and population.          To name and locate mountains and rivers in Europe.          To use aerial photographs to match features on a map to the photograph.          To know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude.          To describe and understand key aspects of:          Physical geography including Rivers, Volcanoes and earthquakes linking to Science :rock types.</p>	

## Year 3 Curriculum Coverage



	<p>study of human and physical geography of a region of the United Kingdom and a region in Europe physical geography, including: mountains, volcanoes and earthquakes, Human geography, including: types of settlement and land use,</p> <p style="text-align: center;"><b>Geographical Skills and Fieldwork (on-going to close the gap due to Covid 19)</b></p>		
	<p><b>Music</b></p> <p><b>To use body percussion</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and body with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><b>Charanga Scheme yr 3</b></p>	<p><b>Sing</b> simple songs with others or individually, remembering the melody and keeping in time. <b>Perform</b> in tune and with expression. <b>Play</b> notes on instruments clearly and including steps/ leaps in pitch. <b>Know the difference</b> between pulse and rhythm. <b>Start to use musical dimensions vocabulary</b> to describe music—duration, timbre, pitch, dynamics tempo, texture, structure. <b>Use</b> these words to identify where music works well/ needs improving.</p>	
	<p>Computing</p> <p>Online Safety (on going) internet safety day</p> <p><b>Typing Unit 3.4</b> To introduce typing terminology. Understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys.</p> <p><b>Email Unit 3.5</b> To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.</p>	<p>To understand that some information held on websites may not be accurate or true. Begin to understand how to search the Internet and how to think critically about the results that are returned.</p> <p>To understand the names of the fingers. To understand what is meant by – home, bottom, and top rows. Developed ability to touch type the home, bottom, and top rows.</p> <p>Pupils can read and respond to a series of email communications. Pupils can attach files appropriately and use email communication to explore ideas. Pupils know why the terms CC and BCC are used Pupils understand when to use CC or BCC</p>	
	<p><b>PE</b> Indoor and Outdoor</p>	<p>Pupils explore simple skills. They copy, remember, repeat and explore simple action with control and co- ordination.</p>	

## Year 3 Curriculum Coverage



		<p>They begin to show some understanding of simple tactics and basic compositional ideas.</p> <p>They talk about differences between their own and others' performance and suggest improvements.</p> <p>They understand how to exercise safely, and describe how their bodies feel during different activities.</p>	
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