

**Year: 3**

# Curriculum Overview 2021-2022

**Term: Spring**

	<u>Spring 1: My Growing World</u>							<u>Spring 2: My Growing World</u>					
<b>Class novel: Anisha – Accidental Detective</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English Book</b>	Pearson: Who killed Tutankhamun?  Egyptian text book Instructions on mummification						Grammar	The Twits			The Sound collector Poetry Ancient		
<b>English – Genres</b>	Explanation text							Playscripts			Poetry		
<b>English – Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.</li> <li>Able to sequence instructions on mummification chronologically Features of their instruction writing appropriate to the task e.g. use of imperative verbs</li> </ul>							<ul style="list-style-type: none"> <li>Show main features of playscripts to organise ideas</li> <li>Able to sustain writing style through longer pieces of writing</li> <li>Inter-relate beginning, middle and ending of a playscript</li> <li>Draft and write by composing and rehearsing sentences orally including dialogue</li> </ul>			<ul style="list-style-type: none"> <li>Plan sound poem through discussion and use of exemplars in order to understand and learn from its structure and vocabulary following the senses</li> </ul>		
<b>Science – Unit</b>	Forces & Magnets						Plants						
<b>Science – Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>To notice that some forces need contact between two objects.</li> <li>To recognize forces as pushes and pulls.</li> <li>To know vocabulary associated with forces.</li> <li>To notice that some forces need contact.</li> <li>To use a force meter carefully to measure forces that 'newton' is the unit of force that there is a force between an object and a surface which may prevent the object moving.</li> <li>To notice that some forces need contact between objects.</li> <li>That the force between two moving surfaces in contact is called friction.</li> <li>That friction can be useful.</li> <li>To compare how things move on different surfaces.</li> <li>To decide what evidence to collect.</li> </ul>						<ul style="list-style-type: none"> <li>To sequence pictures to show the stages of development of a seed to a plant. To identify and know the function of the main parts of a plant – root, stem, leaves and flower.</li> <li>That plants can provide food for us and some are grown for this. To make careful observations</li> <li>-that water is taken in through the plants roots</li> <li>-that water is transported through the stem to other parts of the plant</li> <li>-to make careful observations and present them using drawings.</li> </ul>						

	<ul style="list-style-type: none"> <li>• To predict what they think will happen and to plan a fair test.</li> <li>• To make and record careful measurements and present them in a bar chart.</li> <li>• To relate the results to the prediction.</li> <li>• To explain conclusions in terms of the roughness or smoothness of the surfaces.</li> <li>• To plan a fair test as independently as possible.</li> <li>• To try and explain the results in terms of friction.</li> <li>• That there are forces between magnets and that magnets can attract (pull towards) and repel (push away from) each other to make and record careful observations of magnets.</li> <li>• To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> <li>• Describe magnets as having 2 poles.</li> <li>• To make and test predictions about whether materials are magnetic or not.</li> <li>• To make careful observations that magnets attract some metals but not others and that other materials are not attracted to magnets.</li> <li>• To use results to draw conclusions, indicating whether they were right in their prediction about which materials were magnetic.</li> </ul>	<ul style="list-style-type: none"> <li>• To make careful observations and measurements of plants.</li> <li>• That plants need water, but not an unlimited supply of water for healthy growth.</li> <li>• To use apparatus to measure height of the plant and a volume of water. To plan a fair test. To make a prediction. To observe the results of the experiment. To interpret the results of the experiment and draw conclusions.</li> <li>• To be able to recognise when a comparison is unfair.</li> <li>• That plant growth is affected by temperature. To carry out a fair test.</li> <li>• To use a large number of plants to provide sufficient evidence.</li> <li>• to be able to collect relevant evidence. To make careful measurements. To use results to draw conclusions.</li> </ul>
<b>History – Unit</b>	n/a Ancient Egyptians	
<b>History- Skills and Knowledge</b>		<ul style="list-style-type: none"> <li>• To understand where Egypt is in relation to other countries.</li> <li>• To understand some of the experiences of people in Ancient Egypt.</li> <li>• To identify and describe the reasons for the Nile’s importance in Ancient Egypt.</li> <li>• To understand the experiences of people in Ancient Egypt.</li> <li>• To understand the experiences of people in Ancient Egypt.</li> <li>• To find out about the jobs people had in Ancient Egypt</li> <li>• To communicate knowledge of jobs in Ancient Egypt</li> <li>• To find out about the people Egypt from artefacts that are left behind</li> <li>• To understand Ancient Egyptian beliefs about life after death</li> <li>• To know the importance of some of the key Egyptian Gods</li> <li>• To understand how Ancient Egyptians would have written</li> </ul>
<b>Geography - Unit</b>	Megacities	n/a
<b>Geography Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density;</li> <li>• Describe and begin to explain the distribution of megacities across the continents of the world;</li> </ul>	

	<ul style="list-style-type: none"> <li>• Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants;</li> <li>• Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country;</li> <li>• Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom;</li> <li>• Recognise and locate the largest cities in South America;</li> <li>• Describe and offer reasons for the features of the city of Brasília, capital of Brazil;</li> <li>• Explain and conclude why the Brazilian government built a new capital city in 1960;</li> <li>• Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant;</li> <li>• Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.</li> </ul>	
<b>ICT – Unit</b>	General ICT skills during home learning and Touch typing.	E Safety E mails
<b>ICT – Skills and Knowledge</b>		Pupils are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of <b>digital content</b> they access and create, using an increasing range of <b>digital resources</b> and <b>devices</b>
<b>RE – Unit</b>	Jesus’ Miracles	Easter - Forgiveness
<b>RE – Skills and Knowledge</b>	We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	We are learning to recall key events in the Easter story in which the children learn about the days leading up to the crucifixion of Jesus and the ascension into heaven and the importance of this time of year to the Christian faith. Children explore why Jesus’ crucifixion symbolises hope for Christians.
<b>PHSE – Unit</b>	Dreams & Goals	Healthy Me
<b>PHSE – Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• I can tell you about a person who has faced difficult challenges and achieved success.</li> <li>• I can identify a dream/ambition that is important to me.</li> <li>• I enjoy facing new learning challenges and working out the best ways for me to achieve them.</li> <li>• I am motivated and enthusiastic about achieving our new challenge.</li> <li>• I can recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>• I can evaluate my own learning process and identify how it can be better next time</li> </ul>	<ul style="list-style-type: none"> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs.</li> <li>• I can tell you my knowledge and attitude towards drugs.</li> <li>• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</li> <li>• I understand that, like medicines, some household substances can be harmful if not used correctly</li> <li>• I understand how complex my body is and how important it is to take care of it.</li> </ul>

<b>ART- Unit</b>	Cityscapes	
<b>ART – Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>To be able to use Pop art techniques and layering to create a 3D cityscape.</li> <li>To understand how to use a palette knife and paint to create textured cityscapes.</li> <li>To be able to replicate cityscape photos using different mediums.</li> <li>How to create reflections of cityscapes on water.</li> <li>To explore how to create reflections of cityscapes on water.</li> <li>To understand how to add detail into cityscape ink drawings.</li> <li>To be able to create a cityscape using any media of choice.</li> </ul>	
<b>DT- Unit</b>		Egyptian masks
<b>DT – Skills and Knowledge</b>		
<b>PE- Unit</b>	Dance	Cricket
<b>PE - Objectives / Skills</b>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>Physical: Using canon, unison, formation, dynamics, pathways, direction</li> <li>Physical: Copying and performing actions</li> <li>Physical: Control</li> <li>Physical: Balance</li> <li>Social: Sharing ideas</li> <li>Social: Respect</li> <li>Social: Inclusion of others</li> <li>Social: Leadership</li> <li>Social: Working safely</li> <li>Emotional: Confidence</li> <li>Emotional: Acceptance</li> <li>Thinking: Selecting and applying actions</li> <li>Thinking: Creating</li> <li>Thinking: Observing and providing feedback</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>To create actions in response to a stimulus and move in unison with a partner.</li> <li>To create actions to move in contact with a partner or interact with a partner.</li> <li>To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>Physical: Underarm and overarm throwing</li> <li>Physical: Catching</li> <li>Physical: Over and underarm bowling</li> <li>Physical: Fielding and tracking a ball</li> <li>Physical: Batting</li> <li>Social: Collaboration and communication</li> <li>Social: Respect</li> <li>Emotional: Perseverance</li> <li>Emotional: Honesty</li> <li>Thinking: Observing and providing feedback</li> <li>Thinking: Applying strategies</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>To develop overarm throwing and catching.</li> <li>To develop underarm bowling.</li> <li>To learn how to grip the bat and develop batting technique.</li> <li>To be able to field a ball using a two handed pick up and a short barrier.</li> <li>To develop overarm bowling technique.</li> <li>To play apply skills learnt to mini cricket.</li> </ul>

	<ul style="list-style-type: none"> <li>To work with a partner to choose actions that relate to an idea.</li> <li>To remember and repeat actions, using dynamics to clearly show different phrases.</li> <li>To choose actions which relate to the idea, using space and timing to make my work look interesting.</li> <li>To understand and use formations, choosing poses which relate to the stimulus.</li> <li>To use transitions and changes of timing to move into and out of shapes.</li> </ul>	
<b>Maths – Unit</b>	Multiplication & Division Money Statistics	Statistics, Length, Number & Fractions
<b>Maths - Objectives / Skills</b>	<p><u>Number – Multiplication and division.</u> To multiply multiples of 10 by a 1-digit number To multiply any 2-digit number by a 1digit number To understand simple division of a 2digit number by a 1-digit number To use long division to divide. To solve word problems that involve multiplication and division.</p> <p><u>Money</u> To name amounts of money and regroup them. To add money together- the pounds and pence separately. To subtract money using a variety of different methods. To solve word problems which involves different operations.</p> <p><u>Statistics</u> To construct picture graphs and bar graphs from data To read and interpret information from a bar graph To understand and read a scale on the axis</p>	<p><u>Fractions</u> To count in tenths To make number pairs to create 1 To add and subtract with the same denominator To find equivalent fractions and be able to place them on a number line To use bar models to solve word problems.</p> <p><u>Mass.</u> To measure mass using weighing scales and compare the mass of objects using grams and kilograms To read values on a scale which are 1kg or more. To solve word problems relating to mass with all 4 operations. To measure volume and capacity in millilitres. To measure volume using millilitres and litres in comparison to 1L To solve basic word problems related to volume</p>
<b>Further Learning and Cultural Capital Experiences</b>	Author visit to develop emotional resilience – English Try mindfulness activities – PSHE	World book week activities – English Handle Ancient Egyptian artefacts – History Ancient Egypt drama workshop – History Wellbeing activities – PSHE