



# Curriculum Planner

Term: Spring 1 2020

Year: 3

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

Church school value of the term:	British value of the term:
Hope	The Rule of Law

<b>Dream big</b> Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	<b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	<b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> <li>Vocabulary focus linked to: <b>History:</b> Ancient Egypt <b>Science:</b> Plants <b>RE:</b> Forgiveness</li> <li>Parental engagement session – building pyramids from a range of materials and visiting class Egyptian museum</li> <li>Using the school library</li> <li>Class read: The Iron Giant by Ted Hughes or Flat Stanley and the Great Egyptian Robbery by Jeff Brown</li> <li>Chinese New Year</li> <li>Global learning: What is the best way to protect the environment?</li> </ul>	<ul style="list-style-type: none"> <li>Hope – Collective worship focus.</li> <li>Class collective worship book.</li> <li>Range of visitors from different Christian faith groups.</li> <li>Class reflection area.</li> <li>Visits to the Peace Garden.</li> <li>Science- learning about plants</li> <li>Cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>Computing – E-Safety day</li> <li>PSHE/RSE – Links to healthy relationships and looking at peer pressure</li> <li>DT: Healthy diet and cooking</li> <li>Cultural capital</li> <li>Golden Mile.</li> </ul>



Cultural capital

**English**

**Narrative: Adventure stories**

**Text:**

**Flat Stanley: The Great Egyptian Grave Robbery by Jeff Brown**

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Using conjunctions, adverbs and prepositions to express time and cause.

Discussing words and phrases that capture the reader's interest and imagination.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

**Mathematics**

**Measurement: Mass and capacity**

Measure mass (1)

Measure mass (2)

Compare mass

Add and subtract mass

Measure capacity (1)

Measure capacity (2)

Compare capacity

Add and subtract capacity

**Statistics**

**Science**

**Plants**

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

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

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Working scientifically:**

Comparing the effect of different factors on plant growth, for example, the amount of light, the

<p>Organising paragraphs around a theme.</p> <p>Using and punctuating direct speech.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>In narratives, creating settings, characters and plot.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Possessive apostrophe with plural nouns – the apostrophe is placed after the plural form of the word eg girls', boy's</p> <p>S is not added if the plural already ends in s but is added if the plural is irregular</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Bar charts</p> <p>Tables</p> <p><b><u>Number: Addition &amp; Subtraction</u></b></p> <p>Add and subtract 100s</p> <p>Spot the pattern – making it explicit</p> <p>Add and subtract a 2-digit and a 3-digit number – not crossing 10 or 100</p> <p>Add a 2-digit and a 3-digit number – crossing 10 or 100</p> <p>Subtract 2-digit number from a 3-digit number cross the 10 or 100</p>	<p>amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>
---	---	--

<p align="center"><b><u>Religious Education</u></b></p> <p align="center"><b><u>LAS Additional Unit:</u></b> <b><u>Forgiveness</u></b></p> <p align="center">Why do religious people think forgiveness is important?</p>	<p align="center"><b><u>History</u></b></p> <p align="center">The achievement of the earliest civilizations Ancient Egypt (3100 BC – 332 BC)</p>	<p align="center"><b><u>Physical Education</u></b></p> <p align="center">Games – Tag Rugby 3B</p> <p align="center">Dance 3K</p>
<p align="center"><b><u>Design Technology</u></b></p> <p align="center"><b>Friday 7<sup>th</sup> February (All Day)</b> <b><u>Food</u></b></p> <p align="center">Healthy and varied diet including cooking and nutrition requirements for KS2</p>	<p align="center"><b><u>Music - Charanga</u></b></p> <p align="center"><b><u>Three little birds</u></b></p> <p align="center">Reggae and Bob Marley.</p> <p align="center">Listen &amp; Appraise (descriptions for all strands as in previous term)</p> <p align="center">Musical Activities: games, singing, playing, improvisation, composition</p> <p align="center">Perform/Share</p>	<p align="center"><b><u>PSHE/RSE</u></b></p> <p align="center">What to do when feeling worried</p> <p align="center">Resolving conflict</p> <p align="center">Peer pressure</p> <p align="center">Balanced and healthy diet</p> <p align="center">Personal hygiene</p>
<p align="center"><b><u>Computing – Purple Mash</u></b></p> <p align="center"><b><u>Branching databases (Unit 3.6)</u></b></p> <p align="center">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.</p>	<p align="center"><b><u>SMSC</u></b></p> <p><b><u>Spiritual development-</u></b> Positivity V Negativity. How do I turn a negative into a positive? What do I need to learn? What do I want to learn?</p> <p><b><u>Moral development</u></b> – Concern for others. Paired experience, share opportunities. Positive language. The bigger picture. What do YOU THINK?</p> <p><b><u>Social development-</u></b> Responsibilities and rights of being members of families and communities. Giving and receiving positive analysis (praise). Giving and receiving a negative analysis (criticism). Establish rules for creating a positive learning environment.</p>	<p align="center"><b><u>MFL</u></b></p> <p align="center"><b><u>French</u></b></p> <p align="center">Language of the moment when answering the register</p> <p align="center">Revision of numbers to 10</p> <p align="center">Ask for and state age</p> <p align="center">colours</p>

	<b>Cultural development</b> – respect for own culture and that of others. Global citizen. Chinese New Year	
--	--	--

**Parental engagement: Friday 24<sup>th</sup> January**

- Building pyramids from sugar cubes/mummifying tomatoes etc
- Visiting class Egyptian museum at end of the term