



Curriculum Planner

Term: Spring 2 2024

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:
Friendship	Mutual respect and tolerance of those with different faiths and beliefs

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Vocabulary and challenges linked to: Geography: Spain and Catalonia (A study of a European country), Science: Rocks and soils, RWV: Salvation. Class reader and reading for pleasure. Music from around the world. Learning about careers linked to curriculum areas. 	<ul style="list-style-type: none"> Friendship– Collective worship focus. Class collective worship book. Range of visitors from different Christian faith groups Class reflection area. Visits to the Peace Garden. Litter picking on the playground. Cultural capital: Looking beyond our immediate community in discussion, sharing social, cultural and moral thoughts and beliefs. Global learning in response to local and worldwide issues through Picture News. 	<ul style="list-style-type: none"> Classroom routines and behaviour. PE lessons and why we need to exercise. Thoughts and questions box in the classroom. Music from different periods of time. Golden Mile to reinforce a healthy lifestyle Just a minute – time to refocus and relax Young Interpreter initiative supporting new pupils.

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p><u>Writing to Entertain: Play scripts</u></p> <p>Pupils write a play script based on a familiar fairy tale.</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.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p><u>Writing to Inform: Newspaper Report</u></p> <p>Write a newspaper article based on one of the plays from Play time.</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,</p>	<p><u>Lengths:</u></p> <p>Measure lengths.</p> <p>Add lengths.</p> <p>Subtract lengths.</p> <p>Measure perimeter.</p> <p>Calculate perimeter.</p> <p><u>Fractions:</u></p> <p>Understand the denominators of unit fractions.</p> <p>Compare and order unit fractions.</p> <p>Understand the numerators of non-unit fractions.</p> <p>Understand the whole.</p> <p>Compare and order non unit fractions.</p> <p>Fractions and scales.</p> <p>Fractions on a number line.</p> <p>Count in fractions on a number line.</p> <p>Equivalent fractions as bar models.</p> <p>Equivalent fractions on a number line.</p> <p><u>Mass and capacity:</u></p> <p>Use scales.</p> <p>Measure mass in grams.</p> <p>Measure mass in kilograms and grams.</p> <p>Equivalent masses kilograms and grams.</p> <p>Compare Mass.</p> <p>Add and subtract mass.</p> <p>Measure capacity and volume in millilitres.</p> <p>Measure capacity and volume in litres and millilitres.</p> <p>Equivalent capacity and volumes litres and millilitres.</p> <p>Compare capacity and volume.</p> <p>Add and subtract capacity and volume.</p>	<p><u>Rocks and Soils</u></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p><u>Working scientifically</u></p> <p>Observing rocks, including those used in buildings and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.</p>

<p>vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Using simple organisational devices e.g. headings, sub-headings, bullets and numbering.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation error</p>		
<p><u>Religion and World Views</u></p> <p><u>Understanding Christianity unit: Salvation</u></p> <p><u>Why do Christians call the day Jesus died Good Friday?</u></p> <p>Understand that the cross is the symbol of the Easter story.</p> <p>Understand that Palm Sunday is important to the Easter story.</p> <p>Understand what happened leading up to and during the crucifixion.</p> <p>Understand what happened during the resurrection.</p> <p>Understand that Holy Week represents the last week of Jesus' life on Earth.</p>	<p><u>Geography: A study of a European country</u></p> <p><u>Spain and Catalonia</u></p> <p>Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Human and physical geography: Describe and understand key aspects of: Physical geography: climate, vegetation belts, food, water. Human geography: types of settlements and land use, economic activity including trade links.</p>	<p><u>Physical Education</u></p> <p><u>Tennis</u></p> <p>To play in a game with an opponent.</p> <p>To hit and return the ball.</p> <p>To recognise which kind of hit is required.</p> <p>To serve underarm.</p> <p>To use forehand hitting skills.</p> <p>To perform in a rally.</p>

<p style="text-align: center;"><u>Art: Collage</u></p> <p>In the style of Eric Carle and Jeannie Baker.</p> <p><u>Skills Covered:</u></p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople, designers. • Experiment with different textures, techniques and effects. • Use ICT. • Annotate work in sketchbooks. <p>Focus Artist: Eric Carle. http://www.eric-carle.com/home.html</p>	<p style="text-align: center;"><u>Music</u></p> <p><u>Charanga: Dragon Song</u></p> <p>Music from around the world.</p> <p>Listen & Appraise (descriptions for all strands as in previous term).</p> <p>Musical Activities: games, playing, improvisation, composition.</p> <p>Perform/Share.</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p><u>Relationships: What is a healthy relationship?</u></p> <p>Explore the British Value of the term.</p> <p>Explore the idea of family and different types of relationship.</p> <p>The role of marriage, why people get married and how marriage has changed over time.</p> <p>Stereotyping.</p> <p>What makes someone special?</p> <p>Expect Respect teaching.</p>
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p><u>Simulations (Unit 3.7)</u></p> <p>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, analyzing, evaluating and presenting data and information.</p> <p><u>Graphing (Unit 3.8)</u></p> <p>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, analyzing, evaluating and presenting data and information.</p>	<p style="text-align: center;"><u>SMSC</u></p> <p>Social: – developing a sense of self and understanding of own and others unique potential (PSHE/RSE).</p> <p>Moral: understanding the difference between right and wrong – classroom charter, behaviour chart and expectations in LKS2.</p> <p>Spiritual: sense of belonging, responsibilities and rights of being members of a community (Picture News).</p> <p>Cultural: British values in order to develop pupils into global citizens and understand what it means to live in Britain.</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <p>Language of the moment when answering the register</p> <p><u>Scheme – Language Angels</u> <u>Unit: Fruits</u></p> <p>Repeat and recognise 10 fruits in French with their correct article.</p> <p>Spell these words unaided from memory.</p> <p>Ask someone in French if they like a particular fruit if I hear the question being asked first.</p> <p>Say which fruits I like/dislike in French.</p>

<p><u>Parental engagement:</u></p> <p>Photographs will be put on the school Facebook account to keep parents informed about their children’s learning. Parents will also receive regular texts about clubs and events within school.</p>	<p><u>Visits and visitors:</u></p> <p>World Book Day 7.3.24. Bishop King Day 8.3.24. Red Nose Day – wear red 15.3.24. Sponsored run around LCFC pitch to raise money for Sheffield Children’s Hospital 22.3.24.</p>
<p><u>Cultural Capital:</u></p> <p>Daily Class reader and books linked to diversity.</p> <p>Reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time at playtimes.</p> <p>Valuing the diverse culture and languages that the children bring to Year 3, including language of the month.</p> <p>Learning about the culture and landscape of Catalonia</p>	<p><u>Global Learning:</u></p> <p>Picture News activities and reading the articles/newspapers.</p> <p>Language of the month during registration.</p> <p>Reading a range of books linked to different global themes</p>
<p><u>Caring for the environment and each other:</u></p> <p>Recycling paper in the classroom Litter picking on the playground Taking care of the plants in the outside area and keeping it clean and tidy Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally</p>	