Cycle A

Year 3 Curriculum Map – Spring 1

Well Being:
As **Mindful Learners** we will be learning about our bodies and relationships.

As **Athletes** we will be directing the ball.

As **Dancers** we will be learning 1930s dances.

As **Members of Society,** we will be learning about the differences between male and female, gender roles and different types of families.

As **Open-Minded Learners** we will be learning why the Bible is important to Christians

World:
As **Scientists** we will be building on our knowledge of nutrition and the human body.

As **Linguists** we will learning to use BSL. We will start with greetings and finger spelling.

As **Historians** we will be learning about why the Romans settled in Britain.

As **Communicators** we will be focusing on the importance of relationships and development.

Future:
As **Readers** we will continue to decode and understand new words, develop strategies to overcome areas of uncertainty, read and discuss a broad range of genres and texts, identify and discuss themes within a book, and understand and using VIPERS skills in preparation for Secondary School.

As **Writers** we will be writing for a range of audiences and purposes including: Writing for suspense, instructions, dialogue, persuasive arguments and explanations.

As **Mathematicians** we continue to develop a strong conceptional understanding of the fundamentals of maths. As well as becoming resilient and confident learners who can apply their mathematical knowledge to real life concepts.

As **Musicians** we will be singing in unison and exploring melodies and harmonies, this will be done to an audience.

As **Artists** we will be using dark and light tones when drawing.

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ENGLISH: (Writing):

Writing

- Traditional Tales – Iron Man
- Play scripts – Alice in Wonderland
- Expressing time, place and cause using conjunctions adverbs or prepositions
- Introduction to paragraphs as a way to group related material
- Introduction to inverted commas to punctuate direct speech

ENGLISH: (Reading):

Reading

- To summarise to understand the text
- To make inferences and draw conclusions
- To ask and answer questions to understand text
- To identify the sequence of events
- To retell to understand text
- To make inferences and draw conclusions using clues found in the text
- To make inferences and draw conclusions from the illustrations

Maths:

Multiplication & division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for ÷ using the x tables that they know

Statistics:

- Make tally charts
- Drawing and interpreting pictograms
- Drawing and interpreting bar charts

Phonics / Spelling / Handwriting:

ACTIVE Maths:

Place Value

- Numbers to ten million
- Compare and order
- Round numbers to the nearest 1000
- Negative numbers

Number: Four operations

- Add and subtract whole numbers with more than four digits
- Inverse operations
- Multi-step problems
- Add and subtract integers
- Multiply 4-digits by 1-digit

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SCIENCE: Forces and Mechanisms

Movement and Nutrition for the human body

Find out about food groups and healthy, balanced diets.

HUMANITIES - History

Why did the Romans settle in Britain?
What was important to the people of Ancient Rome?
Meanings of empire, invasion and settlement.
Reasons for the Roman invasion of Britain.
How the Romans changed Britain.

COMPUTING:

Branching data bases

ART/DESIGN & TECHNOLOGY:

Observations of shape, textures, patterns
Shading – light and dark tones
Mark making to show texture and details

RELIGIOUS EDUCATION:

Christianity- What the Bible means to Christians. Why is it so important today?

PHYSICAL EDUCATION (Dance / Gymnastics):

Dance: (Digital) 1930's dance style
Outdoor and Adventurous Activities Using simple trails/diagrams

PHYSICAL EDUCATION (Games / Swimming):

Dance – Using visual media

To be able to compose, perform and analyse dance using visual media.

PSHE:

Christopher Winter RSE Unit

Show Racism the Red Card:

Racism & Respect

MUSIC:

Unit: Stop!
Style: Grime, Classical, Bhangra, Tango, Latin Fusion
Topic and cross-curricular links: Composition, Bullying.
Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)

BRITISH SIGN LANGUAGE: (Pilot year)

-Greetings
-**Finger** spelling- names
-**School**/classroom signs
-Transport
-**Affirmation** signs