



CURRICULUM SUMMARY

Term: Spring 1

Year Group: 3

Class Teacher:
Mrs Duffy

To love, serve and learn as Jesus shows us



Year Group: 3

Term: Spring 1



Subject: English

Medium Term Planning for Writing

Year Group:	3	Class Teacher:	Mrs Duffy
Academic Year:	2019/2020	Term:	Spring 1

Iron Man
Publisher: Ted Hughes

<u>Final writing Outcome:</u>	Narrative: Suspense
<u>Incidental pieces of writing:</u>	Poetry Form and structure, Diary entry, character description, Advert

Success Criteria

Continuous skills

<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none"> Start to use a varied and rich vocabulary and an increasing range of sentence structures. Re-read writing to check for meaning and tense form. Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. Proof-read for spelling and punctuation errors. Consistent use of a variety of sentences with different structures and functions. Statements, questions, exclamations and commands to create an appropriate effect. Use punctuation mostly accurately: Full stops and capital letters (including for proper nouns) Exclamation marks and question marks Commas to separate items in lists Begin to use dictionaries (the first 2 or 3 letters of a word).
<u>Composition</u>	<ul style="list-style-type: none"> Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader. Demonstrate some awareness of purpose through selection of relevant content. Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage.
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none"> Most common exception words are spelt accurately. Write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list. Some words from the year 3 and 4 word list are spelt accurately. some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-).
<u>Handwriting and presentation</u>	Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes

Differentiated focus skills

ARE

Create setting, characters and plot in narrative writing including:

- A full sequence of events, dilemma/ conflict and resolution
- Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because)
- Expanded noun phrases to add description and detail.
- Some use of inverted commas to punctuate direct speech.
- Mostly accurate use of apostrophes for contracted forms e.g. don't.

Year 3/4 : Spring 1

Science: Sound



In this topic the children will explore how sound is made and whether different materials affect how sound travels and is heard. The children will explore sound length and pitch.

The Big Question...

Can I explain that sounds are made when other objects vibrate?
 Can I explain whether sound can travel through different materials?
 Can I explore the relationship between distance and volume?
 Can I explore materials that prevent sound vibrations reaching the ear?
 Can I investigate how sounds can have different pitches and volumes?
 Can I explore how the length, tightness and thickness of an object affects its pitch?
 Can I find out how sounds can be made by air vibrating?

Scientific Skills:

Asking relevant questions and using different types of scientific enquiries to answer them
 Setting up simple practical enquiries, comparative and fair tests
 Making systematic and careful observations and, where appropriate, taking accurate measurements
 using standard units, using a range of equipment, including thermometers and data loggers
 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Learning skills:

Identify how sounds are made, associating some of them with something vibrating
 Recognise that vibrations from sounds travel through a medium to the ear
 Find patterns between the pitch of a sound and features of the object that produced it
 Find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.

Core Vocabulary:

Pitch, sound, vibration, ear, sound waves, distance, volume, length, thickness, tightness, objects, air, materials.

English links:

Flotsam: Rivers and lakes.

Maths links:

Statistics

Other curriculum links:

Geography: Rivers
 Residential trip: The River Mersey

Year 3/4: Spring 1
Geography: our European Neighbours



In this topic we will look at the Europe in depth, exploring the countries located within it and their human and physical features. We will also identify and compare cities.

<u>The Big Question...</u>		
Are we still a part of Europe?		
<u>Learning Outcomes</u>		
Can I locate Europe on a map? Can I identify and locate countries in Europe? Can I describe the features of countries? Can I identify cities within Europe? Can I compare two European cities? Can I explore the human and physical features of a country in Europe?		
<u>Geographical Skills:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
Locate countries, using maps to focus on Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries, and major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied	To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe To be able to identify European countries according to their features To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a European country.	Seas, continents, oceans, population, cities, Europe, Atlas, features, country, city, compare, Landmarks, rivers, currency, human, physical,
<u>English links:</u>	<u>Maths links:</u>	<u>Other curriculum links:</u>
Gulliver' Travels Iron Man	Money, shape, measurement.	Spanish: culture and climate. Art: famous artists. History: Historical dates and facts.



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Subject: Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value			Number – Addition and Subtraction					Number – Multiplication and Division			Consolidation
Spring	Number - Multiplication and Division			Measurement: Money	Statistics		Measurement: length and perimeter			Number - Fractions		Consolidation
Summer	Number – fractions			Measurement: Time			Geometry – Properties of Shapes		Measurement: Mass and Capacity			Consolidation



Spanish

Topic: Animals and colours

Learning outcomes:

The theme is animals and colours. The linguistic focus is gender, articles (definite & indefinite), plurals and adjectives (position & basic agreement). The grammatical concepts are all based around a core vocabulary of 9 animal nouns and 6 colours.

Computing

Topic: We love games

What goes into games design? In this Apptivity we will use gaming apps to develop computational thinking skills and develop a simple program as a final project. Children spot the algorithms used to program these e.g. when the screen is touched the bird flies upwards. Another important computational thinking skill is decomposition, which is when we break down a problem into smaller problems to make it easier to solve. In the final project, children will learn about a range of inputs "When and Then" and introduces the concept of selection within algorithms.

PE

Topic: Real PE Unit 3

Learning outcomes:

Identify specific parts of performance to work on and understand ways (criteria) to judge performance.

I can use my awareness of space and others to make good decisions.

I can explain what I am doing well and I have begun to identify areas for improvement

I can begin to order instructions, movements and skills.

Topic: Ball games eg: handball/ netball/basketball

Learning outcomes: This 'Invasion Games' unit will teach the basic and fundamental principles of invasion games such as keeping possession and teamwork. The children will learn how to pass, receive and travel with the ball using a variety of balls and techniques. They will develop their understanding of the principles of attacking and defending in invasion games and learn skills such as marking and dodging. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills