



# CURRICULUM SUMMARY

**Term: Spring 2**

**Year Group: 3**

**Class Teacher:**  
**Mrs Duffy**

*To love, serve and learn as Jesus shows us*



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## Subject: English

### *Iron Man (continued)*

*Ted Hughes*

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

### *Flotsam*

*David Wiesner*

<b><u>Final writing Outcome:</u></b>	Fiction: Letters (informal)
<b><u>Incidental pieces of writing:</u></b>	Narrative (mystery stories), setting descriptions, narrative (retelling), non-Chronological reports

### Success Criteria

#### Continuous skills

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

#### Focus skills

- 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)
  - Mostly accurate use of apostrophes for contracted forms e.g. don't.
  - a/an used accurately e.g. a rock, an open book
  - Some accurate use of apostrophes for possession with singular nouns e.g. the dog's tail, John's hat
  - Some use of inverted commas to punctuate direct speech.
  - Sequence ideas or events and use adverbs and prepositions.

**Year 3/4 : Spring 2**  
**Science: Sound (continued)**



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.

<b>Learning Outcomes</b>		
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?		
<b>Scientific Skills:</b>	<b>Learning skills:</b>	<b>Core Vocabulary:</b>
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	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.	Pitch, sound, vibration, ear, sound waves, distance, volume, length, thickness, tightness, objects, air, materials.
<b>English links:</b>	<b>Maths links:</b>	<b>Other curriculum links:</b>
Flotsam: Rivers and lakes.	Statistics	Geography: Rivers Residential trip: The River Mersey

**Year 3/4 : Spring 2**  
**Science: Electricity**



In this topic the children will explore how electricity is generated and why electricity is important. The children will create simple circuits and identify conductors.

<b><u>The Big Question...</u></b>		
Do we need electricity?		
<b><u>Learning Outcomes</u></b>		
Can I explain ways that electricity is generated? Can I identify electrical appliances and the types of electricity they use? Can I research the dangers associated with electricity in the home? Can I construct a simple circuit, identifying the basic parts and to label a diagram of the circuit? Can I predict if different 'circuit' layouts will light a bulb? Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? Can I identify some common conductors and insulators? Can I explain how a switch works and why they are needed?		
<b><u>Scientific Skills:</u></b>	<b><u>Learning skills:</u></b>	<b><u>Core Vocabulary:</u></b>
identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	To be able to explain what I know about electricity. To be able to explain where electricity comes from. To be able to identify electrical appliances and non-electrical appliances. To be able to sort appliances based on whether they use mains or battery power. To be able to identify electrical materials and components required for a buzzer to sound or a bulb to light.	Electricity, generated, conductor, component, appliance, mains, battery powered, electrical energy, chemical energy, switch, lamp, circuit, insulator,
<b><u>English links:</u></b>	<b><u>Maths links:</u></b>	<b><u>Other curriculum links:</u></b>
Flotsam – electrical cameras	Statistics	DT: Electricity

**Year 3/4: Spring 2 (continued)**  
**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.

<b><u>The Big Question...</u></b>		
Would you like to go on a tour of Europe?		
<b><u>Learning Outcomes</u></b>		
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?		
<b><u>Geographical Skills:</u></b>	<b><u>Learning skills:</u></b>	<b><u>Core Vocabulary:</u></b>
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,
<b><u>English links:</u></b>	<b><u>Maths links:</u></b>	<b><u>Other curriculum links:</u></b>
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
<u>Number – multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.  Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.  Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected to $m$ objectives.			<u>Measurement – money</u> Add and subtract amounts of money to give change, using both £ and p in practical contexts.	<u>Statistics</u> Interpret and present data using bar charts, pictograms and tables.  Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.		<u>Measurement – length and perimeter</u>  <u>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</u>  Measure the perimeter of simple 2D shapes.			<u>Number – fractions</u> Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  Solve problems that involve all of the above.		Consolidation



## ***Spanish***

### ***Topic: Stories and Songs***

**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 so nothing so becomes too difficult.

The key verbs are 'es' (he/she/it is), 'son' (they are), hay (there is/are). The negative is revisited and there is also a subtle introduction to 'también' (also/too/as well), 'pero' (but).

## ***Computing***

### ***Topic: Class Democracy***

Children will be introduced to the concept of democracy. Children will create their own bill for proposed legislation and create an animation and an endorsement to support their bill.

The project will culminate in children evaluating each other's work and completing a survey to express their views.

## ***PE***

### ***Topic: Real PE Unit 4 Creative***

#### ***Learning outcomes:***

I can link actions and develop sequences of movements that express my own ideas.

I can change tactics, rules or tasks to make activities more fun or more challenging.

I can recognise similarities and differences in movements and expression.

I can make up my own rules and versions of activities.

I can respond differently to a variety of tasks.

I can select and link movements together to fit a theme.

I can begin to compare my movements and skills with those of others.

### ***Topic: Athletics***

#### ***Learning outcomes:***

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]