 HALF TERMLY CURRICULUM OVERVIEW Spring term (1) 2025 Year 3 Skill for Success – Responsibility

Week 1 2 3 4 5 6

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| **DATE** | **06/01/25** | | **13/01/25** | | **20/01/25** | | **27/01/25** | **03/02/25** | | **10/02/25** |
| **Events** |  | |  | |  | | 30/01/25 Garden Day | Children’s Mental Health Week | | 10/02/25 & 12/02/25 parent consultations 11/02/25 Safer Internet Day |
| **Visits and Visitors** |  | |  | |  | |  |  | | Trip to Kents Cavern |
| **English** | **Meet the artist! Alexander Calder** by **Patricia Geis**  **Key outcome –**Express time, place and cause using conjunctions, adverbs and/ or prepositions to create a biography (3 weeks) | | | | | | **Blue John** by **Berlie Doherty**  **Key outcome-** to write own story about the creation of gem stone – Fictional writing skills (3 weeks) | | | |
| **No nonsense spelling** | Revise and teach Year 2 suffixes ’ness’ and ‘ful’ following a consonant | Teach prefixes ‘sub’ and ‘tele’ | | | Practice from Year 2 apostrophe for contraction  Strategies for learning words | | Apply words from statutory and personal spelling lists: Paired testing  Words with the ‘s’ (sh) sound spelt ‘ch’ and ‘s’ | Strategies for learning words from statutory and personal spelling lists | Revise suffixes ‘ness’ and ‘ful’  Teach suffixes –‘less’ and ‘ly’ | |
| **Books for Life** | **The Legend of Captain Crow’s Teeth** by **Eoin Colfe** | | | | | | | | | |
| **Maths** | **NCETM unit 3-**  **Right angles (2 weeks)**  -Rotate two lines around a fixed point to make different angles  -Draw triangles and quadrilaterals and identify vertices  -Learn ghat a right angle is a ‘square corner’ and identify them  -learn that a rectangle is a 4-sided polygon with 4 right angles.  -learn that a square is a rectangle in which the 4 sides are equal length | | | | | **Unit 4- manipulating the additive relationship and securing mental calculation**  - Manipulate the additive relationship: Understand the inverse relationship between addition and subtraction, and how both relate to part-part-whole structure.  - Understand and use the commutative property of addition, and understand the related property for subtraction | | | | |
| **No nonsense maths** | Adding and subtracting 1, 10 and 100 with 3 digit numbers. | | Using understanding of place value with 3 digit numbers to add and subtract. | | | Using understanding of place value with 3 digit numbers to add and subtract. | Using understanding of place value with 3 digit numbers to add and subtract. | Using understanding of place value with 3 digit numbers to add and subtract. | | Using understanding of place value with 3 digit numbers to add and subtract. |
| **Science**  **Rocks** | We are learning about the rock cycle | | We are identifying different types of rocks | | | Classifying rock types. | Understanding how fossils are formed. | Exploring and understanding Mary Annings discovery. | | Investigation into permeable rocks |
| **Art**  **Landscapes** | We are learning about Alma Thomas | | We are learning to understand more about colour theory. | | | We are learning to understand more about colour theory. | We are learning to replicate Alma Thomas’ style with liquid watercolours. | We are learning to make a collage in the style of Alma Thomas. | | We are learning to evaluate our Alma Thomas Collage |  | Investigation - What muscles are used when running the daily mile? |
| **Geography**  **Volcanoes and Earthquakes** | We are learning to compare world maps of volcanoes, earthquakes and tectonic plates. | | We are learning to identify what lies beneath the Earth’s surface. | We are learning to explore how volcanoes are formed. | | | We are learning how volcanoes affect people’s lives. | We are learning to understand the causes of earthquakes. | | We are learning to explain the causes and effects of tsunamis. |
| **Computing-**  **Programming**  **Sequencing sounds**  **Online Safety- Online reputation** | I can explain how to search for information about others online. | | To explore a new programming environment | To identify that commands have an outcome | | | To explain that a program has a start | To recognise that a sequence of commands can have an order | | To change the appearance of my project |

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| **Music-**  **Musician of the month-**  **January- Gustav Holst**  **February-**  **Destiny's Child** | Listen and appraise Three Little Birds by Bob Marley, vocal warm up and games. Learn to sing and perform song. | Listen and appraise Jamming by Bob Marley and compare to Three Little Birds. Warm up and learn to  sing and perform with instruments (recorders) | Listen, appraise and compare Small People by Ziggy Marley with Three Little Birds. Warm up and learn to  sing and perform with instruments (recorders)  Sing and improvise with instruments and voices | Listen and appraise 54-46 Was My Number by Toots and the Maytals  Warm up and learn to sing and perform with instruments (recorders)  Sing and improvise with instruments and voices | Listen and appraise Ram Goat Liver by Pluto Shervington  Warm up and learn to sing and perform with instruments (recorders)  Sing and improvise with instruments and voices. | Listen and appraise Our Day Will Come by Amy Winehouse  Warm up and learn to  sing and perform with instruments (recorders)  Sing and improvise with instruments and voices |
| **PE –**  **Skills- Social Cognitive**  **(inside)** | Real PE-  In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. | | | | | |
| **PE-**  **Target games (outside)** | Throwing the ball at a target | Catching the ball within a team | Dodging the ball | Developing tactical awareness (where to look, positioning, team work) | Practise game of Dodgeball | Apply skills to a game of dodgeball |
| **Personal, Social, Health Economic and Relationships** | **Skill for Success - Responsibility**  **Think about how the things you do affect others**  Children can explain the meaning of the word  Children are able to give examples of:  -when they would see it in action  -when they would need to use it  -how they can develop their ability | Understand what constitutes a healthy diet (including understanding calories, and other nutritional content) | Understand what constitutes a healthy diet (including understanding calories, and other nutritional content) | The importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn  How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body | Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. | All medicines are drugs but not all drugs are medicines; including prescribed drugs found at home. |
| **RE –**  What is it like for someone to follow God | We are learning which information about Bible stories we can get from different types of texts | We are learning what we can say about Noah from reading the biblical story | We are learning what the link is between the story of Noah and the idea of covenant | We are learning what the link is between a Christian wedding ceremony and the idea of covenant | We are learning how Abram showed he trusted in God | We are learning if it is always easy for Christians to follow God |
| **Garden Days** |  |  | . | Thursday 30th January-  Team building  Paint Blue John gem stone  Science activity  Landscape art |  |  |