



## Year 3 Spring term 2019

### Curriculum overview



Subject	Spring term	
<b>RE</b>	<p><b>Unit D</b> – Christmas Children will revisit the story of the shepherds and reflect on the birth of Jesus and who he was.</p> <p><b>Unit B</b> - Reconciliation Children will explore human choices and the consequences of sin. They will learn about forgiveness and the sacrament of Reconciliation.</p>	<p><b>Unit J</b> – The Eucharist is Thanksgiving to God. Children will be provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.</p> <p><b>Unit F</b> – Lent During Lent Christians resolve to change and try to become more like Christ. The children will be introduced to new Gospel stories about Jesus bringing change into lives of people he encouraged.</p> <p><b>Unit H</b> – Holy Week The children will deepen their knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass.</p>
<b>English</b>	<p>Reading Book for this term: Horrible Histories: Rotten Romans</p> <p><b>Writing to persuade</b> – A letter and an advert. To use adverbials. To use a variety of conjunctions not just and. Title implies a point of view. Reasons to support the viewpoint. Facts and evidence to support reasons. Persuasive devices: Agreement (obviously, without doubt). Powerful adjectives. Rhetorical questions. Conclusion to summarise and state opinion. Use of 2nd person. Planned repetition. Facts and Statics. Adjectives for positive description</p>	<p>Reading Book for this term: Horrible Histories: Rotten Romans</p> <p><b>Writing to Entertain</b> – A character/setting description and a story. Detailed description. Paragraphs to organise in time sequence. Fronted adverbials to show how and when an event occurs. Expanded noun phrases to add detail and description. Subordinate clauses to add detail or context. Nouns and pronouns for clarity and cohesion</p>
<b>Maths</b>	<p><b>Number and Place Value:</b></p> <p><b>Multiplication and Division:</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (<math>=</math>) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p><b>Statics:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.</p> <p><b>Shape:</b> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>

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	<p>Money: Add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects</p>
Science	<p><b>Light</b> Light sources are required to see things. When light is reflected from an object, we can see that object. Looking into the sun directly can be dangerous.</p>	<p><b>Animals Including Humans</b> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
Computing	<p><b>Digital literacy</b></p> <ul style="list-style-type: none"> <li>• talk about what makes a secure password and why they are important.</li> <li>• protect their personal information when they do different things online.</li> <li>• use the safety features of websites as well as reporting concerns to an adult.</li> <li>• recognise websites and games appropriate for their age.</li> <li>• make good choices about how long they spend online.</li> <li>• ask an adult before downloading files and games from the Internet.</li> <li>• post positive comments online.</li> <li>• save and retrieve work on the Internet, the school network or their own device.</li> <li>• talk about the parts of a computer.</li> <li>• tell you ways to communicate with others online.</li> <li>• describe the World Wide Web as the part of the Internet that contains websites.</li> <li>• use search tools to find and use an appropriate website.</li> <li>• think about whether images found online can be used in their own work.</li> </ul>	
History	<p style="text-align: center;"><b>The Romans</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The Roman timeline</li> <li>• That the Romans invaded and settled in Britain</li> <li>• Roman strategy leading to successful invasions</li> <li>• Boudicca</li> <li>• Gladiators as entertainment in Rome and other forms of entertainment in Roman Britain</li> <li>• Food in Roman Britain</li> <li>• About Roman gods and goddesses</li> </ul>	
Art	<p><b>Roman Mosaics</b></p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of functions products that are fit for purpose;</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches and diagrams</li> <li>• to improve their mastery of art and design techniques</li> </ul>	
PE	<p style="text-align: center;"><b>Swimming</b></p> <p>During their PE sessions, the children will learn the basics of swimming. In swimming they will improve their skills and build endurance.</p>	
Music	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – Use these skills to compose a piece of marching music for the Roman army. Compose a piece of music to describe the personality of the child's Roman God</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music – The day in the life of a Rain drop. Compose music to match the different adventures had by the rain drop.</p>
PSHE	<p><b>DOT Com scheme of work.</b> <b>Digital Literacy</b> – How children can keep themselves safe online. To take responsibility for their actions. How to be a good citizen. <b>Rights Respecting School</b></p>	

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	Year 3 have chosen to focus on Article 13- Every child is free to express their thoughts and opinions and to access and kinds of information; Article 28 & 29- Every child has the right to an education. Education must develop their personality, talents and ability; and article 30- Every child has the right to learn and use the language, customs and religion of their family; even if this is not the same as other people in the country, they live.	
<b>Spanish</b>	Birthdays, pets, days of the week, months of the year, classroom equipment, instructions and numbers.	Birthdays, pets, days of the week, months of the year, classroom equipment, instructions and numbers.

<b>Spring 1</b>	<b>Spring 2</b>
<p><b>enough</b></p> <p><b>believe</b></p> <p><b>centre</b></p> <p><b>century</b></p> <p><b>heard</b></p> <p><b>heart</b></p> <p><b>height</b></p>	<p><b>forward(s)</b></p> <p><b>library</b></p> <p><b>potatoes</b></p> <p><b>thought</b></p> <p><b>bicycle</b></p> <p><b>fruit</b></p> <p><b>perhaps</b></p> <p><b>woman/women</b></p>

**Children will be tested on these spellings at the end of each half term**