



Curriculum Planner

Term: Spring 1 2025

Year: 3

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Perseverance	Tolerance of different faiths and beliefs

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Looking at careers linked to Science, DT and History units of work. • Egyptian workshop to learn about mummification. 	<ul style="list-style-type: none"> • Perseverance- Collective worship focus • Class collective worship book. • Range of visitors from different Christian faith groups to worship. • Class reflection area. • Visits to the Peace Garden. • Gardening. • Cultural capital: Looking beyond our immediate community in discussion, sharing social, cultural and moral thoughts and beliefs. • Global learning in response to local and worldwide issues. 	<ul style="list-style-type: none"> • Classroom routines and behaviour • PE lessons and why we need to exercise. • Cool down station • Thoughts and questions box in the classroom • Music from different periods of time • Golden Mile to reinforce a healthy lifestyle • DT: Healthy diet and food/learning food preparation skills and how to use tools safely • Computing – E-Safety Day • Young Interpreter initiative supporting new pupils • TasteED – sequence of lessons looking at healthy food options.

English

Reading

Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Vocabulary

Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Understand what they read, in books they can read independently checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.

Retrieve

Retrieve and record information from non-fiction.

Prediction

Predicting what might happen from details stated and implied.

Summarising

Identifying main ideas drawn from more than 1 paragraph and summarising these.

Mathematics

Multiplication and division

Consolidating 2-, 4- and 8-times tables.

Comparing statements.

Related calculations.

Multiply 2-digits by 1-digit (with and without exchanging).

Divide 2-digit by 1-digit.

Divide 100 into 2, 4, 5 and 10 equal parts.

Divide with remainders.

Scaling.

How many ways?

Money

Count pence and pounds.

Pounds and pence.

Convert pounds and pence.

Add money.

Subtract money.

Give change.

Statistics

Make tally charts.

Draw pictograms.

Draw bar charts.

Tables.

Science - Forces

Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

Describe magnets as having two poles.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working scientifically:

Comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

<p><u>Writing Genre:</u> <u>Writing to inform: Non- chronological Report</u></p> <p>Pupils will research and take notes on theme.</p> <p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Using simple organisational devices e.g., headings, sub-headings, bullets and numbering. Evaluate and edit by assessing the effectiveness of their own writing and suggest improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors Read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>		
<p align="center"><u>Religion and World Views</u> <u>LAS Additional Unit: Forgiveness</u></p> <p>Why do religious people think forgiveness is important? Explain what forgiveness is and why it is important to religious people.</p>	<p align="center"><u>History</u></p> <p>The achievement of the earliest civilizations Ancient Egypt (3100 BC – 332 BC)</p> <p>Who were the Ancient Egyptians? The importance of the River Nile.</p>	<p align="center"><u>Physical Education – Football</u></p> <p>Send the ball using the side of the foot. Trapping a ball travelling along the ground. Passing the ball over short distances.</p>

<p>Exploring religious festivals and stories that focus on saying sorry and asking for forgiveness Comparing beliefs on forgiveness from different religions.</p>	<p>Mummification. Tutankhamun and Howard Carter. Egyptian gods and goddesses.</p>	<p>Finding space to receive the ball from another player. Using the outside of the foot to control the ball and dribble. Work as a team and show cooperation.</p>
<p style="text-align: center;"><u>Design and Technology</u> <u>Food Technology</u></p> <p>Healthy and varied diet including cooking and nutrition requirements for KS2</p> <p style="text-align: center;">Making a healthy sandwich</p> <p>TasteED lessons will also be taught this term focusing on:</p> <ul style="list-style-type: none"> • The 5 senses • 2 Golden Rules • Where food comes from • Exploring food using a sense • Opportunity to try a food • Chance for children to share their experience 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Charanga scheme</u></p> <p style="text-align: center;"><u>Three little birds</u></p> <p style="text-align: center;">Reggae and Bob Marley.</p> <p style="text-align: center;">Listen & Appraise.</p> <p style="text-align: center;">Musical Activities: games, playing, improvisation, composition.</p> <p style="text-align: center;">Perform/Share.</p>	<p style="text-align: center;"><u>PSHE/RSE</u></p> <p>British Value of the Term.</p> <p>What to do when feeling worried.</p> <p>Resolving conflict.</p> <p>Peer pressure.</p> <p>Balanced and healthy diet.</p> <p>Personal hygiene.</p>
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p><u>Email (Unit 3.5)</u> Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide web; and the opportunities they offer for communication and collaboration.</p> <p><u>Simulations (Unit 3.7)</u></p>	<p style="text-align: center;"><u>SMSC</u></p> <p>Social: Positivity V Negativity. How do I turn a negative into a positive? What do I need to learn? What do I want to learn?</p> <p>Moral: Concern for others. Paired experience, share opportunities. Positive language. The bigger picture. What do you think?</p> <p>Spiritual: Responsibilities and rights of being members of families and communities. Giving and receiving positive analysis (praise). Giving and</p>	<p style="text-align: center;"><u>Language of the Moment / French</u></p> <ul style="list-style-type: none"> • Language of the week when doing the register. • Language Angels – musical instruments.

<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analyzing, evaluating and presenting data and information.</p>	<p>receiving a negative analysis (criticism). Establish rules for creating a positive learning environment.</p> <p>Cultural: respect for own culture and that of others. Global citizen.</p>	
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<p><u>Parental engagement:</u> Photographs will be put on Facebook to keep parents informed about their children’s learning.</p>	<p><u>Visits and visitors:</u> Egyptian workshop – Friday 24th January 2025.</p> <p>Making recycled dream catchers with Local Landscapes and Hidden Histories – 11.2.25 and 25.2.25</p>
<p><u>Cultural Capital:</u> Daily Class reader and books linked to diversity.</p> <p>Reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time.</p> <p>Valuing the diverse culture and languages that the children bring to Year 3, including language of the month.</p> <p>Reading incentive to win a book of own choice.</p>	<p><u>Global Learning:</u></p> <p>Language of the moment.</p> <p>French lessons.</p> <p>Reading books linked to different global themes.</p> <p>Picture News Collective Worship.</p>

<p><u>Caring for the environment and each other:</u> Recycling paper in the classroom. Litter picking on the playground. Gardening/tidying in the Y3 outside areas.</p> <p>Following the class charter and respecting each other’s strengths.</p> <p>Young Interpreter initiative.</p>
