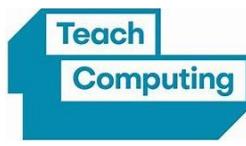


## Year Three Spring Term Curriculum

|  | Spring 1  | Spring 2  |
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| English:<br>Reading<br><br><br>Pathways to Read | <p><b>The Iron Man by Ted Hughes</b></p> <p>Genre: Fiction (Science Fiction)<br/>We use the teaching sequence of Predict, clarify vocabulary, read and retrieve and explain.</p> <ul style="list-style-type: none"> <li>• Can I use dictionaries to check the meaning of words?</li> <li>• Can I ask questions to improve my understanding?</li> <li>• Can I draw the main ideas from one paragraph and summarise?</li> <li>• Can I make inferences and justify with evidence?</li> <li>• Can I identify themes within a range of books?</li> </ul> | <p><b>This Morning I met a whale by Michael Morpurgo</b></p> <p>Genre: Fiction (adventure) We use the teaching sequence of Predict, clarify vocabulary, read and retrieve and explain.</p> <ul style="list-style-type: none"> <li>• Can I ask questions to improve understanding?</li> <li>• Can I draw inferences and justify with evidence?</li> <li>• Can I discuss words and phrases that capture the reader's imagination and interest?</li> </ul>   |
| English: Writing<br><br><br>Pathways to Write | <p><b>Stone Age Boy By Satoshi Kitamura</b></p> <p>Genre: Historical Narrative</p> <ul style="list-style-type: none"> <li>• Can I write a sequence of events to follow the structure of the model story?</li> <li>• Can I create dialogue between characters that shows their relationship with each other?</li> <li>• Can I use the 3<sup>rd</sup> and 1<sup>st</sup> person consistently?</li> <li>• Can I use tenses appropriately?</li> <li>• Can I add historical detail to characters, setting and events?</li> </ul>                         | <p><b>The Silence Seeker By Ben Morley</b></p> <p>Genre: Fiction</p> <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Include a setting to create atmosphere</li> <li>• Write a sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently</li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>• Use tenses appropriately</li> </ul>   |
| Maths<br><br>       | <p><b>Number: Multiplication and Division A</b><br/>Can I multiply equal groups? Can I multiply by 3? Can I divide by 3? Can I confidently recall the 3 times-table? Can I multiply by 4? Can I divide by 4? Can I confidently recall the 4 times-table? Can I multiply by 8? Can I divide by 8? Can I confidently recall the 8 times-table? Can I multiply 2-digit numbers by 1-digit numbers? Can I divide 2-digit by 1-digit numbers? Can I use scaling? Can I solve problems to find how many ways?</p> <p><b>Measurement: Length and Perimeter</b><br/>Can I measure length? Can I measure equivalent lengths (mm, cm, m)? Can I compare lengths? Can I add lengths? Can I subtract lengths? Can I measure perimeter? Can I calculate perimeter?</p> | <p><b>Number: Multiplication and Division B</b><br/>Can I multiply by 10? Can I use my reasoning about multiplication? Can I multiply a 2 digit number by 1 digit (no exchange)? Can I multiply a 2 digit by 1 digit number (with exchange)? Can I link multiplication and division? Can I divide a 2 digit number by a 1 digit (no exchange)? Can I divide a 2 digit number by 1 digit number (flexible partitioning)? Can I divide a 2 digit number by 1 digit number (remainders)?</p> <p><b>Number: Fractions:</b><br/>Can I make equal parts? Can I recognise and find a half? Can I recognise and find a quarter? Can I recognise and find a third? Can I use unit fractions? Can I use non-unit fractions? Can I find equivalent fractions? Can I count in fractions?</p> |
| Science  | <p><b>Rocks and Soils</b><br/>What are the different types of rock? How do we use different types of rock? What type of soil do we have on our school field? How are fossils formed?</p>  | <p><b>Animals including humans</b><br/>What are nutrients? Which foods keep us healthy? What can we find out about nutrition from looking at labels on food packaging? What is a skeleton and why do we have it? How do invertebrates support and protect themselves? What does a muscle do?</p>   |
| Computing<br><br> | <p><b>Stop Frame animation</b><br/>Capturing and editing digital still images to produce a stop-frame animation that tells a story.<br/>Can I explain that animation is a sequence of drawings or photographs? Can I relate animated movement with a sequence of images? Can I plan an animation? Can I identify the need to work consistently and carefully? Can I review and improve an animation? Can I evaluate the impact of adding other media to an animation?</p>   | <p><b>Sequencing Sounds</b><br/>Creating sequences in a block based programming language to make music. Can I identify object in Scratch? Can I create a program following a design? Can I start a program in different ways? Can I explain what a sequence is? Can I change the appearance of my project? Can I create a project from a task description?</p>   |
| History<br><br>   | <p><b>Which was more impressive-The Bronze Age or Iron Age?</b></p>   |  |

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|  |  <p>What difference did bronze make?<br/>How does the Amesbury Archer help us know more about the Bronze Age?<br/>Was home life much better in the Iron Age than the Bronze Age?<br/>Do you think this was a dangerous time for people to live?<br/>Which was more impressive – the Bronze Age or the Iron Age?</p> |   |
| <b>Geography</b><br> |   | <p><b>Where in the world are we?</b></p>  <p>Where is the UK located in the world?<br/>Why does living in the Northern Hemisphere affect our climate and seasons?<br/>What are the main cities in the UK and where can we find them?<br/>Why is England divided into countries and how do they help us understand where places are?<br/>How is the landscape different across the UK?</p> |
| <b>Art</b>   | <p><b>What is Primitive Art?</b></p>   |   |

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|  | <p>What artistic imagery can we see from the Stone Age?<br/>     Can I recreate a wall painting?<br/>     Can I use primitive tools and techniques to draw and make marks?<br/>     How have modern artists been influenced by primitive art?<br/>     Can I use primitive art to inspire my own art work?</p>   |   |
| <p>DT</p>       |  | <p><b>Mechanical Systems- Levers and linkages</b></p>  <p><b>Can I design, make and evaluate a book with moving parts?</b></p> <p>Can I investigate and evaluate books with moving parts?<br/>     Can I investigate different levers and linkage mechanisms?<br/>     Can I design a book with moving parts?<br/>     Can I make a book with moving parts?<br/>     Can I evaluate my book?</p> |
| <p>Music</p>  | <p><b>Enchanted Forest: Instrumental – Recorders</b></p>  <p>How should I hold the recorder?<br/>     What kind of music uses recorders?<br/>     Can I currently identify the notes, crotchet, minim, quaver, semibreve and their values?<br/>     What is a time signature?</p> | <p><b>Create Trust Singing Playgrounds Performance</b></p>  <p>What are the main features of a singing playground game?<br/>     Can I sing songs in a different language and explain what they mean?<br/>     Can I compose my own lyrics for a singing playground game?<br/>     What is the difference between a song and a chant?</p>  |
| <p>PE</p>     | <p><b>Hockey</b></p> <p>Can I keep close control of the ball using the flat side of the stick.<br/>     Can I control the ball and pass it into space.<br/>     Can I use a defensive body position.</p>   | <p><b>Netball</b></p> <p>Can I perform quick, accurate chest passes.<br/>     Can I use dodging to get free from our opponent.<br/>     Can I catch a netball.</p>  |

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|   | <p>Can I consistently stop a moving ball ready to pass, move or shoot.</p> <p>Can I improve my agility and apply it in a game situation.</p> <p>Can I avoid my feet contacting the ball and apply basic rules to the game.</p> <p><b>Swimming</b></p> <p>Swim short distances unaided between 5 &amp; 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently.</p> <p>To be able to swim 25m</p> | <p>Can I use a bounce pass to feed a goal shooter.</p> <p>Can I throw for distance using a shoulder pass.</p> <p>Can I collect a loose ball.</p> <p><b>Handball</b></p> <p>Can I use the ready position to catch effectively</p> <p>Can I perform accurate passes in different situations</p> <p>Can I move with the ball using 3 step rule</p> <p>Can I prevent the ball being passed by blocking and intercepting</p> <p>Can I use quick effective passes to attack as a team</p> <p>Can I develop accurate passing and move into space</p>                               |
|  <p>RE<br/>Cheshire West<br/>and Chester</p> | <p><b>What is the Baha'i faith?</b></p> <p>What is the Baha'i faith?<br/>Who was Bab?<br/>Who was Baha'u'llah?<br/>Why is Unity so important in the Baha'i Faith?<br/>How do Baha'is pray and who do they worship?</p> <p>Is there a special place of worship for Baha'is?</p> <p><b>How can the Bible help Christians with their way of life?</b></p>  | <p><b>What do I think about Jesus and how he is portrayed in art from around the world?</b></p> <p><b>Why is the cross important for Christians?</b></p>  |
| <p>Me and My World</p> <p></p>             | <p><b>Health and Wellbeing</b></p>  <p>Why is it important to have the correct amount of food for our bodies?<br/>Why is relaxation important for our bodies?<br/>What is my identity?<br/>What are my superpowers?<br/>What is resilience?</p> <p><b>Citizenship</b></p>  <p>What is the UN Convention on the Rights of the Child?</p>   | <p><b>Citizenship continued</b></p>  <p>What charities work in our community?<br/>How does democracy work in our school and local area?<br/>Why do we have rules and what are the consequences of breaking rules at school and at home?</p> <p><b>Economic Wellbeing</b></p>  <p>How can we pay for something?<br/>What is a budget?<br/>How can money make us experience different emotions?</p> |

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|   | <p>What responsibilities do adults and children have in relation to their rights?<br/>How do we and other people look after our immediate environment?<br/>Who uses the buildings in our local community?</p>   | <p>What can influence how we decide to spend our money?<br/>What jobs might I do when I grow up?<br/>Do we have stereotypes about who can do different jobs?</p> |
| French<br><br> | <p><b>Animals I like and don't like</b></p> <p>I can understand some animal nouns in French.<br/>I can ask the question "What is it?" and say an animal noun as an answer.<br/>I can tell someone what my favourite animal is.<br/>I can recognise some animal nouns in the plural.<br/>I can listen and join in a story about animals.<br/>I can use a model to write sentences about animals.</p> |  |