YEAR 3

CURRICULUM LEAFLET

EXPLORE—SPRING 1

Global Goals: 11 & 13

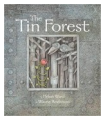
READING

Children will begin to read The BFG by Roald Dahl in Destination Reader. In lessons, we will be learning how to use different strategies, such as inference and prediction skills. We will also learn a range of comprehension skills. The children will also develop their fluency skills to increase their speed and accuracy of what they read.

WRITING

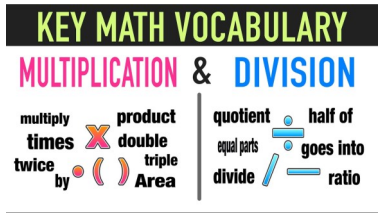
In Literacy, we will produce writing based on the book ***The BFG by Roald Dahl.*** It includes exemplified grammar activities throughout, as well as including drama techniques such as thought tapping. We will create diary entries and write a new chapter/own version of what might happen before creating our own Giant story.

We will also explore the book ***The Tin Forest by Helen Ward.*** Through the sequence, children write in role as the old man, producing diary entries and wishes and also write a postcard to him to pass on some advice. The sequence finishes with children writing a persuasive piece to encourage others to protect an area in the local environment.



MATHS

- Multiplication and Division – 2, 3, 4, 5, 6,8, 10
- Deriving multiplication and division facts



RE/ PSHE

RE: Judaism

We will be learning about Judaism, by answering the question 'What is it like to be a Jew?'

PSHE: Safety and the changing body

Pupils will be able to:

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.

PE/ SPANISH

PE:

We will be learning about Netball and Basketball. Please ensure children wear their PE kits on your PE days.

Spanish:

We will be learning about:

- Classroom language,
- Animals,
- colours,adjectives,
- Oso Pardo story (Brown Bear)

COMPUTING/ MUSIC

Computing—Programming: Scratch

Pupils will be able to:

- Explain what a loop is and include one in their program.
- Suggest possible additions to an existing program.
- Recognise where something on screen is controlled by code.
- Use a systematic approach to find bugs.
- Explain what an algorithm is and its purpose.

Music: Three Little Birds

- We will explore Bob Marley's famous song 'Three Little Birds'

ART/ DT

Art: Sculpture & 3D: Abstract shape and space

During this unit, pupils will make a structure that holds it's 3D shape. They will learn to combine shapes together to make an interesting free-standing sculpture. They will also plan an abstract sculpture based on play equipment.

DT: Structures: Castles

Pupils will recognise that a castle is made up of multiple 3D shapes. They will then design and create a castle. Finally, they will evaluate their work by answering simple questions.

YEAR 3 GEOGRAPHY SPRING 1 VILLAGES, TOWNS AND CITIES

PRIOR KNOWLEDGE

Previously in Year 1:

- **Homes from the Past**
- **Who lives here?**—Looking at different homes around the world

Previously in Year 2:

- **The Great Fire of London** - What was London like in the past?
- **Let's Explore London** - What is the city of London like?

FUTURE KNOWLEDGE

Later in Year 4:

- **Geography: Migration**
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Later in Year 5:

- **History: Benin Kingdom**
- **History: Medieval Monarchs**
- **Geography: Slums**
- **Energy and Sustainability**
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Later in Year 6:

- **History: Industrial Revolution**
- **History: Twentieth Century Conflicts**
- **Geography: Population**
- **Geography: Local Fieldwork**
- **Geography: Globalisation**

NEW KNOWLEDGE

During this unit, I will learn:

- Where are the world's people?
- What is a settlement?
- What affects where people live?
- How are settlements shaped?
- What makes up a city?
- How are cities and villages different places to live?

GEOGRAPHICAL SKILLS AND FIELDWORK

During this unit, I will learn:

Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time

KEY IDEAS AND VOCABULARY

Population	The number of people in a particular place
Distribution	How something is spread out.
Population density	The number of people per square kilometre.
Settlement	An area where humans live
Village	A small settlement that can have between 100 and approximately 3,000 people.
Town	A mid-sized settlement that can have between 1,000 and 100,000 people.
City	A city is a large settlement that usually has more than 100,000 people.
Megacity	A city with at least 10 million people. 1950 - two megacities (New York and Tokyo) 2010 - 23 megacities 2019 - 33 megacities
Employment	A job
Leisure	Activities that people do in their spare time when they are not working.
Advantage	A positive, good thing about something
Disadvantage	A negative, bad thing about something
Hunter-gatherer	Someone who hunts and collects their food from the wild.
Nomadic people	People who move around from place to place.
Land use	The purpose or use that an area has

YEAR 3 SCIENCE SPRING 1 SOUND

PRIOR KNOWLEDGE

Previously in Reception:

- **Understanding the World**—Describe what they see, hear and feel whilst **outside**

Previously in Year 1:

- **Sound**—To be able to draw sound waves to show the journey of hearing sounds

Previously in Year 3:

- **Practical skills**—Identify good scientific diagrams

FUTURE KNOWLEDGE

Later in Year 5:

- **Electrical Circuits** —Create a circuit with a buzzer that can be turned on and off

Later in Year 6:

- **Energy**—Give the names of different energy stores

NEW KNOWLEDGE

During this unit, I will learn:

- What is sound?
- How are different sounds produced?
- What are frequency and pitch?
- What do we mean by amplitude of sound?
- How do scientists design objects that use sound?
- What are some of the uses of sound?

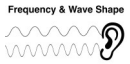
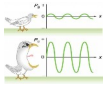
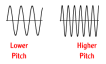
SCIENTIFIC ENQUIRY

During years 3, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Ask questions and conduct investigation into blocking sound
- Use the results I have found to draw conclusions.
- Explain what happens to particles in the air as sound travels
- Label a diagram of the ear and sort key information about how sound is made using a table
- Set up/design an experiment to compare the sound instrument makes. Answering the questions 'Do you notice a difference? Can you suggest a reason for that difference?'
- Record what I have found out using scientific vocabulary.
- Explain what I have found to the class.
- Use the evidence from other people's experiments to find out what happens to the amount of sound detected when you cover a microphone

KEY IDEAS AND VOCABULARY

Sound is created when something vibrates and sends waves of energy (vibration) into our ears. The vibrations travel through the air or another medium (solid, liquid or gas) to the ear. The stronger the vibrations, the louder the sound. Sounds are fainter the further you get from the sound source.

Sound 	Sounds are vibrations that pass through the air.
Frequency 	How quickly the air is vibrating
Amplitude 	How much force air particles are moving with
Pitch 	The pitch of a sound is how high or low the sound is