

**Curriculum Information Sheet Spring 1 2021-2022**

**Class: Year3: 3 GG Gentle Giraffes and 3KK Kind Kangaroos**

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| **THEMES** | This term our learning is based around the theme of **Rainforest.** |
| **ENGLISH** | Core Texts: **The Great Kapok Tree by Lynne Cherry** Writing a recount, writing a non- chronological report about rainforest animals, writing a dilemma story in style of ones read We will be continuing focusing on improving our own writing through drafting and editing. We will be using biweekly big writes alongside short bursts of writing to work on the children’s stamina and quantity of writing; writing more detailed pieces whilst building on the sentence structure and grammar work, they have already covered. **Speaking, Listening and Responding** * Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class.
* Speak with clear diction, choose words with precision and organise what they say
* Compose sentences for writing using the correct tense
* Adopt the role of different characters and use vocabulary associated with them
* Tell real and imagined stories using the conventions of familiar story language
* Explain ideas and processes using language and gesture appropriately
* Discuss similarities and differences between the different stories
* Interpret illustrations

**Reading** * To find clues in the text and be able to talk about what children think
* Sequencing a story and retelling it
* Fluency in reading known and unknown text
* To infer and explain thoughts using evidence from the text
* Retrieve information from a text
* Make links to other themes and conventions
* Children will be listening to, sharing and discussing a wide range of books in class with the teacher, other adults and each other through a variety of lessons, guided reading sessions and individual reading.
* Pupils will be encouraged to participate actively in discussions of new word meanings so that they can build up a wider range of vocabulary and understand what they hear or read.
* Emphasis will continue to be placed on improving children’s comprehension skills, particularly their inference skills.

**Writing/SPAG** * Using a/an correctly
* Conjunctions of time place and cause
* Using adverbs and prepositions
* How to use paragraphs, headings and subheadings
* Inverted commas to punctuate speech Use of basic punctuation (capital letters, full stops, question marks, exclamation marks,) consistently, developing on to use advanced punctuation (inverted commas, commas) confidently
* A focus on neater handwriting with increased legibility and consistency.
* There will be separate weekly spelling lessons in class time to work on the children’s spellings. A half termly spelling booklet will be given beforehand to help raise awareness of the spelling rule and spellings for each week
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| **MATHS**Related image | Each week the children will be challenged on the key areas of Year 3 maths. The principal focus is to ensure the children become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. **Multiplication and Division**Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication table including for two-digit numbers of times one-digit numbers using mental and formal written methods Solve problems including missing number problems, involving multiplication and division **Money** Add and subtract amounts of money to give change, using £ and p in practical contexts Continue to be fluent in recognising the values of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately. **Statistics** Interpret and present data using bar charts, pictograms and tables Solve one step and two step questions using information presented in scaled bar charts and pictograms and tables.Times tables: All children have a times tables book where they can find examples, practise and test themselves when learning the times tables. |
| **SCIENCE** | We will be learning about Animals including Humans for our half term Science topic. There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Animals including Humans, we will be learning about: * To identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food (unlike plants); they get nutrition from what they eat.
* To identify that human and some other animals have skeletons and muscles for support, protection and movement
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| **TOPIC WORK** | **Exploring Madagascar**Through this unit we will travel to Madagascar! Amazing animals, varying landscapes, tropical climate and bustling cities. This 'Exploring Madagascar' unit will make children fascinated by Madagascar (Eight points of the compass/4 – 6 finger grid references, symbols and keys). Give children the opportunity to investigate Madagascar’s wildlife, location, climate and physical geography using the detailed maps and resources provided in this scheme of work. They will also explore Madagascar's trade and climate patterns. This unit provides opportunities for children to locate major cities in Madagascar and investigate the human and physical features found there. The children will compare and contrast Madagascar to the United Kingdom with the use of detailed image cards and clear maps and photos. |
| **PSHE**https://img.cdn.schooljotter2.com/sampled/10987825/900/0/nocrop/ | In PSHE, we are learning about **Dreams and Goals**The children will learn:• How to stay motivated when doing something challenging• To keep trying whenever a situation becomes difficult• How to work well with a partner or in a group• How to have a positive attitude• How to help other achieve their goals• How to work hard to achieve own dreams and goals |
| **Art** | Artist focus- Who is Beatriz Milhazes?* Plan a tropical collage based on the work of Beatriz Milhazes
* To create a rainforest in a jar
* To create a tropical collage based on Milhazes work
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| **Computing** | **Creating media – Desktop publishing** During this unit, learners will become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world. |

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| **Philosophy Religion and Ethics Education****Theme: Krishna’s Avatars** Pupils will learn about the avatars of Krishna and identify the meaning behind each Avatar’s appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the tenth canto of the Bhagavatam. They will begin to explore the nature of Divine spirit in the material world and learn about the difference between the spiritual and material worlds from a Vaishnava perspective. Writing opportunities: - Story writing about an avatar of Krishna | **PERFORMING ARTS****Music**Both classes are working with a specialist teacher from Harrow Music Service to develop their musical skills. **SANSKRIT****Written:** Matra Abhyasah · Combining vowels with consonants **Verbal:** Bhagwat Gita verses + Samskrita Vidhyarambha · Unit 3, People and places · Unit 4, Krishnas family · Unit 5, My family · Unit 6, What is Krishna doing? Unit 7, Animals |
| **HEALTH & WELLBEING****Physical Education**Dance: Wild AnimalsThe unit of work will challenge pupils to respond to different stimuli being able to sustain characters to add drama and emotion to the dance. Pupils will bring together the choreography to create a final performance in groups.**Meditation**Meditation Sense meditation/visualisation Continue to focus on physical flexibility around the pelvis and legs Pranayama/Kriya: Bastrika: oral practise Asana: padahastasana, ardhacakrasana, trikonasana. Bhadrasana Stillness – challenge: Can you keep your eyes closed?**Yoga**Mudra: Bhairavi mudra: harmony and balance Develop concept of Drishti – help in balancing asana and focus. Pranayama/Kriya: Bastrika: oral practise then onto nasal practise. Asana: vrukshana: utkatasana. Continue practise and develop asana from Autumn term. Stillness. Visualisation/use of imagination: sense mediation | **TRIPS & OTHER EVENTS** Animal handler Visitor – Friday 7th of JanuaryParent Teacher Townhall from 6:30 – 8:00pm- Tuesday 25th of JanuaryNational Storytelling Week- Monday 31st of January**HALF TERM**Monday 14th February 2022 - Friday 18th February 2021 |

**Thank you**

**Miss Chapra and Mrs Sandhu**