



Curriculum Overview Spring 2

Year3: 3GG Gentle Giraffes and 3KK Kind Kangaroos

February 2025

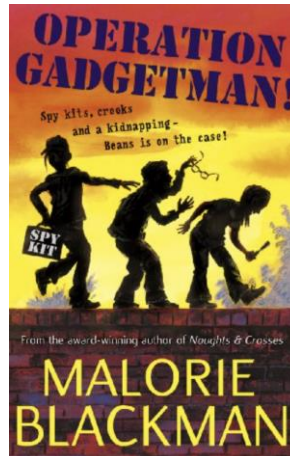
Dear Year 3 parents/carers,

We hope that you had a restful half term. We look forward to seeing everyone back in class again!

ENGLISH



Our Guided Reading text:



Writing Skills:

Advance instruction writing

The children will learn: how organizational text can aid the reader and the importance of careful sequencing in instructional writing

First person narrative

The children will learn:

A range of descriptive devices. The first person perspective. How to use coordinating conjunctions.

Performance Poetry (Including poems from other cultures)

The children will learn:

Key poetic devices including alliteration, rhyme and repetition. Intonation changes when we speak and perform. Form helps convey the message in poems

Speaking, Listening, and Responding

Children will have opportunities to work in groups of different sizes, independently and in pairs or as a whole class. Through discussions children will be encouraged to use both in spoken language and in their writing:

- 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 gestures 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 texts
- 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.

Spellings

The children will continue to revise their Y3/4 statutory word list in the first week.

Block 9 Concept: Y3/4 statutory word list Etymology: peri	Block 10 Concept: Adding suffixes beginning with vowel letters to words of more than one syllable Etymology: graph	Block 11 Concept: The /z/ sound spelt y elsewhere than at the end of words Etymology: scrib	Block 12 Concept: Homophones Etymology: aqua
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MATHS










Mass and capacity

- Use scales
- Measure mass in kilograms and grams
- Equivalent masses (kilograms and grams)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in litres and millilitres
- Equivalent capacities and volumes (litres and millilitres)
- Compare capacity and volume
- Add and subtract capacity and volume

Number - Fractions

- recognise, find, and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

<p>SCIENCE</p> 	<p><i>We will conclude our learning of Light before moving onto our new unit, Rocks.</i></p> <p>Light</p> <p>There is an emphasis on asking scientific questions, developing investigative skills and writing up investigations. For our topic on Light we will be learning about:</p> <ul style="list-style-type: none"> •To recognise that they need light in order to see things and that dark is the absence of light •To notice that light is reflected from surfaces •To recognise that light from the sun can be dangerous and that there are ways to protect their eyes •To recognise that shadows are formed when the light from a light source is blocked by an opaque object <p>Rocks</p> <ul style="list-style-type: none"> • To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • To describe in simple terms how fossils are formed when things that have lived are trapped within rock • To recognise that soils are made from rocks and organic matter.
<p>PSHE</p> 	<p>Citizenship</p> <ul style="list-style-type: none"> • Explain that children have rights and how these benefit them. • Explain the responsibilities adults have for supporting children's rights. • Discuss the benefits of recycling. • Recognise some of the different groups within the local community and how they use local buildings. • Explain how charities support the local community. • Describe how democracy works locally and how this affects us. • Recognise the need for rules and the consequences of breaking rules.
<p>Computing</p> 	<p>E-safety and espresso coding</p> <p>Children will learn to make things happen in a sequence, creating simple animation and simulations.</p>
<p>ART/ DT</p> 	<p><u>DT - Digital world: Wearable technology</u></p> <p>Give a brief explanation of the digital revolution and/or remember key examples.</p> <p>Suggest a feature from the virtual micro:bit that is suitable for the product.</p> <p>Write a program that initiates a flashing LED panel, or another pattern, on the virtual micro:bit when a button is pressed.</p> <p>Identify errors, if testing is unsuccessful, by comparing their code to a correct example.</p> <p>Explain the basic functionality of their finished program.</p> <p>Suggest key features for a way to attach the product to the user, with some consideration for the overall theme and the user.</p> <p>Create annotated diagrams to help illustrate how their product is worn.</p> <p>Describe what is meant by 'point of sale display' with an example.</p> <p>Follow basic design requirements using computer- aided design, drawing at least one shape with a text box and bright colours, following a demonstration.</p>

<p>Humanities</p> 	<p>History The Roman Empire and its impact on Britain</p> <p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • This study looks back at the Iron Age and the difference that the Romanisation of Britain made
<p>Philosophy Religion and Ethics</p> 	<p>Karma: Pupils will consider the question: why do good things happen to people who act badly? Why do bad things happen to those who act well?</p> <p>They will consider the notion of equality and fairness, exploring issues and events in their own contexts. Pupils will experiment with different outcomes of scenarios that challenge their understanding of Justice. They will build on their brief introduction to Karma from the previous term and discuss and evaluate what this means in relation to the question of suffering and injustice in the material world.</p> <p>They will compare the Vaishnava view of Karma and associated temporal realms of happiness (heaven) and suffering (hell) as related to the notion of heaven and hell in Christianity.</p> <p><i>More understanding about Karma, free will and the role of Krishna as he who sanctions is developed in this unit. This learning also relates to the rules and expectations within schools and in British society and as a general human right.</i></p>
<p>Sanskrit</p> 	<p>Reading & Writing: We will be learning how to join vowels I and II to consonants using special symbols.</p> <p>Conversation: We will learn how to name Krishnas family members in the target language.</p> <p>Storytime: Tucket the Bucket: We will be extending our Vocabulary Bank through story time.</p> <p>Scriptural Verse: Bhāgavat Gita Chapter 7 Verse 4 - <i>bhūmir-āpo:</i> We will be developing the pronunciation of the target language through verse recitals.</p>

<p>HEALTH & WELLBEING</p> <p>Physical Education The focus of the learning is to respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance.</p> <p>Pupils to explore creating motifs and sequences with a partner as they extend their ability to tell a story through movements.</p> <p>Pupils will be able to link their movements together,</p> <p>Spanish - <u>Our birthdays</u> To name the 4 seasons in Spanish. To name the months of the year. To express and write what season, date and month is their birthday.</p>	<p><u>Yoga</u> Theme: Positive Affirmations</p> <ul style="list-style-type: none"> •Asana: Cobra Pose, Bow Pose, and Warrior Poses. •Pranayama: Gratitude Breath and Lion's Breath •Philosophy: Emphasising self-love and embracing individuality. •Meditation: Reflecting on positive qualities and affirmations. <p><u>Music</u> Year 3 will be working with a specialist teacher from Harrow Music Service to develop their musical skills.</p> <p><u>Events</u> 7.3.25 - Flowers offered by Yr3 & Yr4 10.3.25 - Red Nose Day fundraising week</p>
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<p>Meditation</p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning. Some meditation techniques will also be taught in yoga class.</p>	<p>18.3.25 and 19.3.25 - Parent Consultation evenings 24.3.25 - Assessment Week 2.4.25 - Spelling Bee (Yr3 and Yr4 - TBC) Romans Workshop - Date TBC</p>
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Thank you,

Mrs Uppal (3GG)

Mrs Das & Ms Patel (3KK)