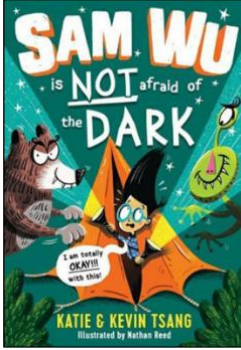
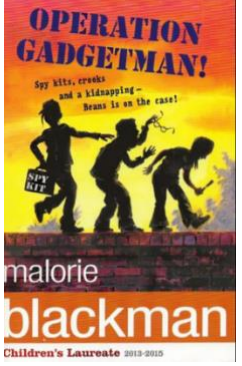

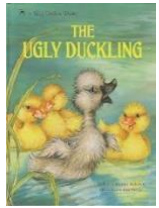
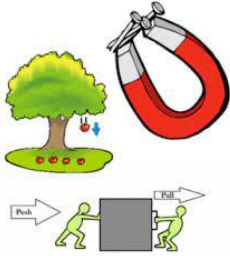





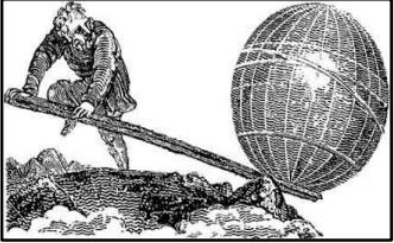











**Year 3: Spring Term Curriculum Information for Parents 2023-24**

Subject Area	Curriculum Information
<p style="text-align: center;"><b>English</b></p>	<p><b>Reading</b> <b>Sam Wu is Not Afraid of the Dark</b></p> <ul style="list-style-type: none"> <li>Focus on the core text for summarising and authorial intent</li> <li>Focus on the script, report and narrative for retrieval</li> <li>Focus on the core text for comparing and personal response</li> <li>Focus on the lists, poem and discussion text for inference</li> <li>Focus on the core text for prediction and personal response</li> <li>Focus on the narrative, description and instructions for retrieval</li> <li>Focus on the core text for comparing and authorial intent</li> <li>Focus on a science investigation, a narrative and a classic poem for inference</li> </ul>  <p><b>Operation Gadget Man</b></p> <ul style="list-style-type: none"> <li>Focus on the core text for summarising and exploring authorial intent</li> <li>Focus on a report, a journal entry and a letter for retrieval</li> <li>Focus on the core text for predicting and giving a personal response</li> <li>Focus on instructions, a news report and a poem for inference</li> <li>Focus on the core text for summarising and giving a personal response</li> <li>Focus on a report, a list and a narrative extract for retrieval</li> <li>Focus on the core text for comparing and authorial intent</li> <li>Focus on instructions, a journal entry and a text message exchange for inference</li> <li>Focus on the core text for comparing and giving a personal response</li> <li>Focus on a report, instructions and a historical narrative for retrieval</li> </ul> 
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Dialogue through Narrative (Historical Stories)</li> <li>First Person Narrative Descriptions</li> <li>National Storytelling Week: The Ugly Duckling- Persuasive Letters</li> <li>Third Person Narrative (Animal Stories)</li> <li>Instructional Writing</li> </ul> <p style="text-align: right;"><small>How to make a cardboard clock</small></p> <p style="text-align: right;"><small>Telling the time is an important skill. Here is a simple way to make a pretend clock to help someone learn. It does not actually work like a clock but it is a great way to practise. It might even help you to understand how to tell the time.</small></p> <p><b>What you need</b></p> <ul style="list-style-type: none"> <li>strong card</li> <li>two ice lolly sticks</li> <li>a split pin</li> <li>scissors</li> <li>a pencil</li> <li>felt-tip pens</li> </ul>  
<p style="text-align: center;"><b>Maths</b></p>	<p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</li> <li>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers multiplied by one-digit numbers, using mental and progressing to formal written methods</li> <li>To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>To add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>To interpret and present data using bar charts, pictograms and tables</li> <li>To solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>To measure the perimeter of simple 2-D shapes</li> </ul>

<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>• What are contact forces?</li> <li>• How do surfaces affect the motion of an object?</li> <li>• How does friction affect moving objects?</li> <li>• What is a noncontact force? How is this different to a contact force?</li> <li>• How do magnets attract and repel?</li> <li>• Which materials are magnetic?</li> </ul> 	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• What are the parts of a flowering plant? What do they do?</li> <li>• How do leaves make food for plants?</li> </ul> 
<p style="text-align: center;"><b>PRE (Philosophy, Religion and Ethics)</b></p>	<p><b><u>Spring 1: Krishna's Avatars</u></b></p> <p>Pupils will learn about the Avatars of Krishna and identify the reason behind each Avatar's appearance on earth. They will explore the stories through drama, dance and reading adapted texts from the Srimad Bhagavatam. They will begin to explore the nature of God in the material world and learn about the difference between the spiritual and material worlds from a Vaishnava perspective.</p>	<p><b><u>Spring 2: Charity</u></b></p> <p>Pupils will learn about the value and importance of charitable acts in the Vaishnava tradition and compared to Islam (Zakat). Drawing from a variety of stories, pupils will discuss the impact of acting charitably (including giving money but more importantly in behaving charitably towards one another by living the values of the school in an authentic and considered way). They will relate charity with Karma and free will, so that they are able to relate positive acts as contributing to positive benefits for themselves in the future.</p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b><u>The Roman Empire and its impact on Britain</u></b></p>  <ul style="list-style-type: none"> <li>• Who were the Romans?</li> <li>• What was it like to live in Rome?</li> <li>• When did the Romans invade Britain?</li> <li>• Who resisted the Roman Invasion?</li> </ul>	
<p style="text-align: center;"><b>Geography</b></p>	 <p><b><u>Fieldwork OS Maps</u></b></p> <ul style="list-style-type: none"> <li>• What's the area like just beyond the school? (Part 1 and Part 2)</li> </ul> <p><b><u>UK Study</u></b></p> <ul style="list-style-type: none"> <li>• Remember- Countries and capital cities.</li> <li>• What are the regions of England?</li> </ul>	
<p style="text-align: center;"><b>Computing</b></p>	<p><b><u>Creating Media: Stop Frame Animation</u></b></p> <ul style="list-style-type: none"> <li>• What's the story?</li> <li>• Picture Perfect</li> <li>• Evaluate and make it great</li> <li>• Lights, Camera, Action</li> </ul>	<p><b><u>Programming: Sequencing Sounds</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to Scratch</li> <li>• Programming Sprites</li> <li>• Sequences</li> <li>• Ordering Commands</li> <li>• Looking good</li> <li>• Making an instrument</li> </ul>

<p><b>Art</b></p>	<p><b><u>Textiles and Collage</u></b>          In this block, pupils will explore colour, texture, and pattern by combining textiles and collage. They will look at the work of artist Faith Ringgold and create a collaborative story quilt.          Children will know:</p> <ul style="list-style-type: none"> <li>• A mandala means circle in Sanskrit.</li> <li>• Mandalas are designs used in Hinduism and Buddhism.</li> <li>• Quilting is a way of conveying a message.</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Create collaged patterns within concentric circles.</li> <li>• Tell a story using textiles and collage.</li> </ul>		<p>Tar Beach (1988)</p>   <p>by Faith Ringgold</p>
<p><b>Design and Technology</b></p>	<p><b><u>Mechanisms</u></b>          In this block, pupils will investigate various linkages and levers to design and make their own linkages and levers product. Pupils will select and use a variety of modelling materials to create their final outcomes.          Children will know:</p> <ul style="list-style-type: none"> <li>• Types of levers and linkages.</li> <li>• Key terminology relating to levers and linkages.</li> <li>• How levers and linkages can change the direction of movement.</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Design and make simplistic lever and linkage products.</li> <li>• Evaluate the success of their outcomes and recommend improvements.</li> </ul>		 <p>Archimedes (287BC – 212BC)</p>
<p><b>PSHE</b></p>	<p><b><u>SP1: Dream and Goals</u></b></p> <ul style="list-style-type: none"> <li>• To tell you about a person who has faced difficult challenges and achieved success</li> <li>• To identify a dream/ambition that is important to me</li> <li>• To enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>• To be motivated and enthusiastic about achieving our new challenge</li> <li>• To recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>• To evaluate my own learning process and identify how it can be better next time</li> </ul> 	<p><b><u>SP2: Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• To understand how exercise affects my body</li> <li>• To know that the amount calories, fat and sugar I put into my body will affects my health</li> <li>• To describe my knowledge and attitude towards drugs</li> <li>• To identify things, people and places that I need to keep safe from, to know how to call emergency services</li> <li>• To know when something feels safe or unsafe</li> <li>• To understand how complex my body is and how important it is to take care of it</li> </ul> 	
<p><b>PE (Physical Education)</b></p>	<p><b><u>Spring 1: Gymnastics- Symmetry and Asymmetry</u></b></p> <ul style="list-style-type: none"> <li>• Introduction to symmetry</li> <li>• Introduction to asymmetry</li> <li>• Application of Symmetrical and Asymmetrical learning on to apparatus</li> <li>• Sequence formation</li> <li>• Performance</li> </ul>	<p><b><u>Spring 2: Football</u></b></p> <ul style="list-style-type: none"> <li>• Introduce dribbling: Keeping control</li> <li>• Develop dribbling: keeping control</li> <li>• Introduce passing and receiving</li> <li>• Combine dribbling and passing to create space</li> <li>• Develop passing, moving and dribbling</li> <li>• Football Match</li> </ul> 	

<p><b>Sanskrit</b></p>	<ul style="list-style-type: none"> <li>• Reading and writing-Revising all vowels and consonants learnt up to Lips family. Introduction to Vowel Signs- Learning to join simple vowel sign to consonants.</li> <li>• Story—"The Sky is Falling" and "Again become Mouse"</li> <li>• Vocab-based on vowels and consonants learnt.</li> <li>• Number- Numerals 0-20</li> <li>• Conversation-Revise family members and Krishna's Family members, Learn-Using common nouns for other family members, Using the 6th Case/ Genitive, singular</li> </ul>	
<p><b>Yoga</b></p>	<p><b>Spring 1: Manipura, Solar Energy</b></p> <ul style="list-style-type: none"> <li>• Practise various asanas to improve digestion during cold seasons.</li> <li>• Practise 3 cycles of Surya Namaskar flow (L3) daily, concentrating on the variation poses of Hanumanasana to link with his attitude of selfless service.</li> <li>• Practise brain power yoga to build determination linking with the pastimes of churning the ocean.</li> <li>• Master Parivrtta Janu Sirsasana to release tension in the back.</li> <li>• Practise inner silence, loving kindness and sankalpa meditations to encourage self- reflection, related to the teachings of Yamas and Niyamas.</li> <li>• Practise Surya Bedhana (L1) with Jala, Shuni, Prithivi (Earth) mudras to balance inner emotions and heal the body weight.</li> </ul> 	<p><b>Spring 2: Anahata, Heart</b></p> <ul style="list-style-type: none"> <li>• Practise various asanas in standing, sitting, prone and supine to balance the heart chakra.</li> <li>• Record and submit the daily practice of 3 cycles of Surya Namaskar towards the campaign.</li> <li>• Participate in asanas on Lord Chaitanya's pastimes to deepen our faith in our relationship with our Divine.</li> <li>• Remember the steps leading to variations of a bridge pose to an advanced wheel, link to teachings of 'Nectar of Instruction, verse 4'.</li> <li>• Practise Chandra Bedhana (L1) to improve mindful breathing and relaxation.</li> <li>• Practise and remember the names of the hand mudras learnt and apply them to our 2 minutes of daily inner silence meditation.</li> </ul> 
<p><b>French</b></p>	<p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and remember the four seasons in French.</li> <li>• Recognise, recall and remember a short phrase for each season in French.</li> <li>• Say which season is their favourite in French and attempt to say why using the conjunctions 'et' and 'car'.</li> </ul>	<p><b>Fruits</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul> 
<p><b>Music</b></p>	<p><b>Recorder/Singing/ Body Percussion</b></p> <ul style="list-style-type: none"> <li>• Singing development – rounds and singing games</li> <li>• Teacher led body percussion – coordination development Recorder skills – tonguing, minimum notes BA or CA</li> <li>• Reading from staff notation</li> </ul> 	
<p><b>Enrichment Opportunities</b></p>	<ul style="list-style-type: none"> <li>• Verulamium Museum</li> <li>• Gaura Purnima</li> <li>• National Story Telling Week</li> <li>• World Book Day</li> <li>• Science Week</li> </ul> 