



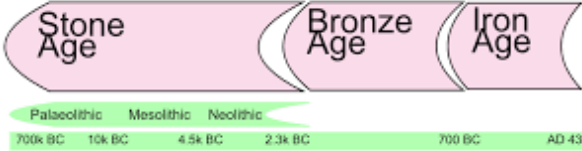
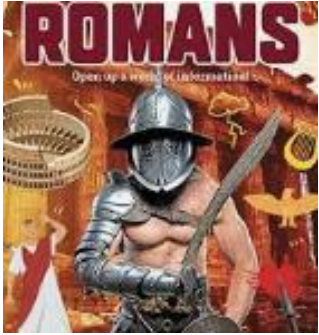




## Year 3: Spring Term Curriculum Information for Parents 2024-25

Subject Area	Curriculum Information	
<p><b>English</b></p>	<p><b><u>Reading</u></b> A range of reading strategies and skills will be covered through a focus on the following texts:</p> <ul style="list-style-type: none"> <li>• Sam Wu is Not Afraid of the Dark</li> <li>• Operation Gadgetman</li> </ul> <p>Children will also be taught vocabulary and participate in activities designed to develop fluency as well as reading stamina.</p>	
	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Third person narratives animal stories</li> <li>• Non-chronological reports</li> <li>• Advanced instructional writing</li> <li>• First person narrative description (revisit)</li> <li>• Performance Poetry</li> </ul>	<p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>• Common Exception words</li> <li>• Prefixes and suffixes</li> <li>• Contractions</li> <li>• Rare GPCs</li> <li>• Homophones and near homophones</li> </ul> 
<p><b>Maths</b></p>	<p><b><u>Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>• Multiply 2-digits by 1-digit (1)</li> <li>• Multiply 2-digits by 1-digit - exchange</li> <li>• Divide 2-digits by 1-digit (1)</li> <li>• Divide with remainders</li> <li>• Scaling</li> </ul> <p><b><u>Length and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>• Measure in metres and centimetres</li> <li>• Measure in millimetres</li> <li>• Metres, centimetres and millimetres</li> <li>• Equivalent lengths (metres, centimetres and millimetres)</li> <li>• Compare lengths</li> <li>• Add lengths</li> <li>• Subtract lengths</li> <li>• What is perimeter?</li> </ul>	<p><b><u>Fractions</u></b></p> <ul style="list-style-type: none"> <li>• Understand the denominators of unit fractions</li> <li>• Compare and order unit fractions</li> <li>• Understand the numerators of non-unit fractions</li> <li>• Understand the whole</li> <li>• Compare and order non-unit fractions</li> <li>• Fractions on a number line</li> <li>• Equivalent fractions on a number line</li> <li>• Equivalent fractions as bar models</li> </ul> <p><b><u>Mass and Capacity</u></b></p> <ul style="list-style-type: none"> <li>• Use scales</li> <li>• Measure mass in kilograms and grams</li> <li>• Compare mass</li> <li>• Add and subtract mass</li> <li>• Measure capacity and volume in litres and millilitres</li> <li>• Compare capacity and volume</li> <li>• Add and subtract capacity and volume</li> </ul>

<p style="text-align: center;"><b>Science</b></p>	<p><b><u>Rocks (continued.)</u></b> Describe in simple terms how rocks can change and how fossils are formed when things that have lived are trapped within rock.</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 non-contact 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 style="text-align: center;"><b>PRE (Philosophy, Religion and Ethics)</b></p>	<p><b><u>Spring 1:</u></b> 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:</u></b> 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. Teachers should plan opportunities for pupils to plan, organize and deliver a charitable activity.</p>
<p style="text-align: center;"><b>History</b></p>	<p><b><u>Changes in Britain from the Stone Age to the Iron Age (contd.)</u></b></p> <ul style="list-style-type: none"> <li>• Prehistoric artefacts, burials and monuments, and what they tell us.</li> </ul> <p><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> </ul>	 

<p><b>Geography</b></p>	<p><b><u>United Kingdom Study:</u></b></p> <ul style="list-style-type: none"> <li>• What are the physical and human landmarks of England and Scotland?</li> <li>• What are the physical and human landmarks of Wales and Northern Ireland?</li> <li>• What are the topological patterns of the UK? What can I see here?</li> </ul> <p><b><u>OS Map skills and Fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>• What is an Ordnance Survey (OS) map?</li> <li>• How does scale change the way we describe a place?</li> <li>• What's the area like just beyond the school?</li> </ul>	
<p><b>Computing</b></p>	<p><b><u>Programming A: Sequencing Sounds (contd.)</u></b></p> <ul style="list-style-type: none"> <li>• To change the appearance of my project</li> <li>• To create a project from a task description</li> </ul> <p><b><u>Creating Media – Stop-Frame Animation</u></b></p> <ul style="list-style-type: none"> <li>• To explain that animation is a sequence of drawings or photographs</li> <li>• To relate animated movement with a sequence of images</li> <li>• To plan an animation</li> <li>• To identify the need to work consistently and carefully</li> <li>• To review and improve an animation</li> <li>• To evaluate the impact of adding other media to an animation</li> <li>• Consolidation and Addressing Misconceptions</li> </ul>	<p><b><u>Branching Databases:</u></b></p> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> <li>• To identify the attributes needed to collect data about an object</li> <li>• To create a branching database</li> </ul>
<p><b>Art</b></p>	<p><b><u>Drawing: Growing Artists</u></b></p> <ul style="list-style-type: none"> <li>• See like an artist</li> <li>• Shading</li> <li>• Texture pictures</li> <li>• Botanical drawing</li> <li>• Abstract flowers</li> </ul>	

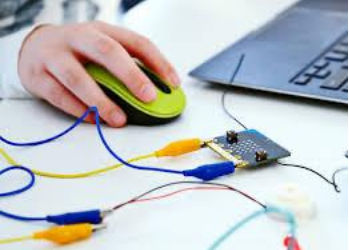




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when clicked
repeat 2
  play sound Rattle until done
  play sound Screech until done
repeat 2
  play sound Ripples until done
  play sound Rattle until done
  play sound Whoop until done

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<p><b>Design and Technology</b></p>	<p><b><u>Digital World: Wearable Technology</u></b></p> <ul style="list-style-type: none"> <li>• Evaluating wearable technology</li> <li>• Light-up wearables</li> <li>• Programming wearable technology</li> <li>• Product concept</li> <li>• Point of sale displays</li> </ul>	
<p><b>PSHE</b></p>	<p><b><u>Spring 1: Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Self-Identity and self-respect</li> <li>• Setting personal goals</li> <li>• Positivity in challenges</li> <li>• Rules and responsibility</li> <li>• Seeing things from another perspective</li> </ul>	<p><b><u>Spring 2: Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to navigate it</li> <li>• Bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>
<p><b>PE (Physical Education)</b></p>	<p><b><u>Spring 1 : Tag Rugby</u></b></p> <ul style="list-style-type: none"> <li>• Moving with a ball passing and receiving</li> <li>• Tagging and creating space when attacking</li> <li>• Developing passing and moving</li> <li>• passing and moving to create attacking opportunities</li> <li>• Opportunity for tournament</li> </ul>	<p><b><u>Spring 2: Running</u></b></p> <ul style="list-style-type: none"> <li>• Explore running for speed</li> <li>• Develop running for speed</li> <li>• Introduce and develop relay- running for speed in a team</li> <li>• Explore running for distance</li> <li>• Understand and apply tactics when running for distance</li> </ul>
<p><b>Sanskrit</b></p>	<p><b><u>Spring 1: Consonants + Long Vowel Signs/Topic – Body Parts /PRE-Link – CC Adi 1.14</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of Long vowels. Cc 1.14 Line 1</li> <li>• Introduction to Long vowel signs. Cc 1.14 Line 2</li> <li>• Introduction to Topic – Body Part. Cc 1.14 Line 3</li> <li>• To write long vowel signs with various consonants. Cc 1.14</li> <li>• To apply topic vocabulary in Sanskrit. Morning Prayers</li> <li>• To read Long vowel signs with Consonants and Vocab 3.</li> </ul>	<p><b><u>Spring 2: Consonants + Long Vowel Signs/Topic –Body Parts /PRE-Link –Sikshastakam Verse1 – Eka Shloki Ramayanam</u></b></p> <ul style="list-style-type: none"> <li>• To read and write short and long vowels as a letter. Sikshastakam verse 1 line 1</li> <li>• To apply Sanskrit names of Body parts, Vocab 2 and 3. Sikshastakam verse 1 line 2</li> <li>• To apply short and long vowel signs to consonants and Vocab 2 and 3. Sikshastakam verse 1 line 3</li> <li>• To read and write vowel signs in words. Sikshastakam verse 1</li> <li>• To apply ability in reading and writing consonants, short and long vowels with topic words.- Eka Shloki Ramayanam</li> <li>• Assessment - reading and writing the short and long vowels with consonants. - Eka Shloki Ramayanam</li> </ul>

<p style="text-align: center;"><b>Yoga</b></p>	<p><b><u>Spring 1: Manipura, Solar Energy</u></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</li> <li>• 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 (L1-2) with Jala, Shuni, Prithivi (Earth) mudras to balance inner emotions and heal the body weight.</li> </ul>	<p><b><u>Spring 2: Anahata, Heart</u></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 (L1-2) and Nadi Shodhana (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 style="text-align: center;"><b>French</b></p>	<p><b><u>Spring 1 : Seasons</u></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><u>Spring 2 : Ancient Britain</u></b></p> <ul style="list-style-type: none"> <li>• Learn and use the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite).</li> <li>• Name in French, the six key periods of ancient Britain, introduced in chronological order.</li> <li>• Be able to say in French three of the types of people who lived in ancient Britain.</li> <li>• Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. · Name the three types of dwellings people lived in during the stone age, bronze age and iron age.</li> </ul>
<p style="text-align: center;"><b>Music</b></p>	<p><b><u>Music lessons are delivered by specialist teachers from Harrow Music Services</u></b></p> <ul style="list-style-type: none"> <li>• Recorder/Singing/Body Percussion</li> <li>• Singing development – rounds and singing games Teacher led body percussion – coordination development Recorder continuation</li> </ul> 	
<p style="text-align: center;"><b>Enrichment Opportunities</b></p>	 <ul style="list-style-type: none"> <li>• Trip to the Local Library</li> <li>• Trip to Verularium</li> <li>• National Story Telling Week</li> </ul>	