



# St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in all its fullness!'** John 10:10  
**'Achieving great things through learning and growing together in a love-filled Christian family'**

## Year 3 Spring 2 2023 Curriculum Overview

### English

#### **Biography**

##### **Key Vocabulary**

**Biography, justify, response, point, evidence, non-fiction, purpose, paragraphs, clauses, main clause, subordinate clause, complex sentences, conjunctions, structure, influence,**

##### **Key Learning**

- Listen to and discuss a range of biographies.
- Read a range of biographies.
- Justify responses to the text using the PE prompt (Point + Evidence).
- Record information from non-fiction.
- Discuss the purpose of paragraphs.
- Identify clauses in sentences.
- Explore and identify main and subordinate clauses in complex sentences.
- Explore, identify and create complex sentences using a range of conjunctions e.g. when, while, after, before.
- Use different sentence structures e.g. conjunctions to create complex sentences.

#### **Story as a theme - The Stone Age Boy by Satoshi Kitamura**

##### **Key Vocabulary**

**Stone Age, prepositions, complex sentences, conjunctions, subordinate clause, main clause, narrative, plot, model, paragraphs,**

### **Key Learning**

- Use dictionaries to check the meaning of words they have read.
- Raise questions during the reading process to deepen understanding e.g. I wonder why she...
- Draw inferences around characters thoughts, feelings and actions and justify with evidence from the text.
- Use points and evidence to structure and justify responses.
- Sequence and discuss the main events in stories.
- Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.
- Explore, identify and create complex sentences using a range of conjunctions.
- Identify clauses in sentences.
- Use the comma to separate clauses in complex sentences, where the subordinate clause appears first.

### **Non-chronological report**

#### **Key Vocabulary**

**Non-fiction, language, structure, presentation, questioning, sub-headings, bullet points, evaluate, purpose, audience, grammar, technical language, proofreading, research,**

### **Key Learning**

- Listen to and discuss non-fiction.
- Analyse and evaluate texts looking at language, structure and presentation.
- Record information from a range of non-fiction texts.
- Prepare for research by identifying what is already know about the subject and key questions to structure the task.
- Evaluate how specific information is organised within a non-fiction text e.g.- text boxes, sub-headings, contents, bullet points, glossary, diagrams.
- Read and analyse non-fiction in order to plan and write own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction.
- Generate and select from vocabulary banks e.g. technical language appropriate to text type.
- Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

## Maths

### **Fractions**

#### **Key Vocabulary**

**Numerator, denominator, unit fractions, compare, order, whole, non-unit fractions, number line, bar model,**

#### **Key Learning**

- Understand the denominators of unit fractions.
- Compare and order unit fractions
- Understand the numerators of non-unit fractions.
- Understand the whole and compare and order non-unit fractions.
- Count in fractions on a number line.
- Equivalent fractions on a number line and as bar models.
- Adding and subtracting fractions.
- Partition the whole.
- Unit and non-unit fractions of a set of objects.
- Reasoning with fractions of an amount.

### **Mass and Capacity**

#### **Key Vocabulary**

**Grams, mass, kilograms, capacity, volume, millilitres, litres,**

#### **Key Learning**

- Using scale.
- Measuring mass in grams
- Measuring mass in kilograms and grams.
- Equivalent masses (kilograms and grams).
- Comparing mass
- Adding and subtracting mass
- Measuring capacity and volume in millilitres.

- Measuring capacity and volume in litres and millilitres.
- Equivalent capacities and volumes.
- Comparing capacity and volume.
- Adding and subtracting capacity and volume.

### **Money**

#### **Key Vocabulary**

**Pounds, pence, convert, change, notes, coins, exchange,**

#### **Key Learning**

- Pounds and pence.
- Converting pounds and pence.
- Adding and subtracting money.
- Finding change.

## **Religious Education (RE)**

### **Rules for Living: Which rules should we follow?**

#### **Key Vocabulary**

**Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah, Fasting, Charity, Ramadan, Eid, Sikh, Langar, Buddhist, Humanist**

#### **Key Learning**

- What are rules?
- Why do we have rules?
- Who makes the rules?
- Who keeps the rules?
- Is there a difference between rules and laws?
- Who makes the law?
- What would happen if there were no rules/laws?

- Are the ten commandments still as relevant today? Why? Why not?
- Why did Jesus bring a new commandment?
- Who do religions have rules?

## Science

### **Animals and Humans: Skeletons and Movement**

#### **Key Vocabulary**

**Cranium, mandible, rib cage, radius, pelvis, patella, tibia, fibula, femur, chest, biceps, side abs, abs, quadriceps, calves, forearms, shoulders, traps, upper back, lower back, glutes, hamstrings,**

#### **Key Learning**

- To learn about the different types of skeletons.
- To learn about the human skeleton.
- To learn about animals and their skeletons.
- To explore the role of muscles.

## Geography/History

### **Geography**

#### **North America- continued from Spring 2**

#### **Key Vocabulary**

**Landscape, location, mountain range, rural, state, urban, Northern Hemisphere, Western Hemisphere, latitude, longitude, Central America, North America, Mississippi River, Great Lakes,**

#### **Key Learning**

- Which US state would I like to live in and why?
- How does New York compare with my local area?

**History: Changes in Britain from Stone Age to Iron Age.**

**Key Vocabulary**

**Stone Age, Iron Age, survival, Skara Brae, copper mining, Stonehenge, hillforts, developments, Druids, evidence, sources,**

**Key Learning: How did life change from the Stone Age to Iron Age?**

- What did humans need for survival in the Stone Age?
- What was found at Skara Brae and why is it important?
- What did copper mining mean to the people of the Bronze Age?
- How does evidence about Stonehenge give us different answers about the past?
- How and why were hillforts developed in the Iron Age?
- How does evidence about Druids give us different answers about the past?

**Art and Design**

**Prehistoric Art**

**Key Vocabulary**

**Cave artists, charcoal, geometric shapes, Iron Age, line drawings, native, prehistoric, proportions, Stone Age, texture, tone,**

**Key Learning**

- To develop their sense of proportion in drawings.
- To create tones and textures.
- To experiment with the colours and effects that can be created when using natural materials.
- To select and apply a range of painting techniques.
- To apply painting skills when creating a collaborative artwork piece.

**Physical Education (PE)**

**Gymnastics**

**Key Vocabulary**

**Sequence, actions, travelling, rolling, jumping, balancing, direction, speed, apparatus, transitions, evaluate, performance,**

### **Key Learning**

- To demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed.
- To show different travelling and balancing actions using the apparatus.
- To use the apparatus to perform jumping actions.
- To evaluate successful transitions between actions.
- To use the apparatus to perform rolling actions.
- To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.

## **Personal, Social and Health Education (PSHE)**

### **Why should we eat well and look after our teeth?**

#### **Key Vocabulary**

**Health, nutrition, hygiene, oral hygiene, brushing, flossing, dentist, diet, acidic drinks, dental health, influences, advice,**

#### **Key Learning**

- How to eat a healthy diet and the benefits of nutritionally rich foods.
- How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.
- How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.
- How people make choices about what to eat and drink, including who or what influences these.
- How, when and where to ask for advice and help about healthy eating and dental care.

## **Computing**

### **iCommunicate: iCollaborate Level 1**

#### **Key Vocabulary**

**Podcast, Collaborate, Blog, Content, Vlog, Episodical, Auto-Bar, Channel, Collaboration, Audience, Viewers, Listeners, Dead Air,**

**Ident,**

**Key Learning**

Pupils will learn about Blogs, Vlogs and Podcasts. They will look in depth at these three forms of communication with a view to creating their own. Pupils will learn how to use more advanced functions of GarageBand such as the auto-bar, and copy and paste. Pupils will use writing skills to plan their work and learn how to structure each of these means of communication effectively for their audience.

**Music**

**Class Jam**

**Key Vocabulary**

**Rhythm, Pulse, Scales, Melody, Harmony, Timing, Emotion, Performance, Call and Response,**

**Key Learning**

Pupils will be able to follow videos and play in time to a backing track on their instruments: be able to use a range of melodic and percussion instruments to re-create popular songs and practice playing as an ensemble: work towards keeping in time with each other and be able to perform two sections of a song.

**French**

**French L1: Unit 5- Family, Stories and Conversation**

**Key Vocabulary**

**Ma Mere** (My mum), **Mon pere** (My dad), **Ma saeur** (My sister), **Mon frere** (My brother), **Mon grand-pere** (My granddad), **Ma grand-mere** (My grandma), **Nous avons** (We have), **Vous avez ils** (You have), **Elles ont** (They have),

**Key Learning**

Pupils will learn vocabulary relating to family and work in pairs to have conversations in French about their families, using the new vocabulary learnt.



## Cultural Capital

- Swimming at Darwen Leisure Centre.
- Geography local area walk: Exploring how Darwen compares to New York, with relation to human geography, including: types of settlement, land use and population.
- PSHE Looking after our teeth: Colgate Education.
- Art and Design: Creating art using natural materials in Whitehall Park.

## Reminders and Homework

### **Homework**

#### **Reading**

Please encourage your child to read little and often, ideally each day but at least **three times a week**. Please also ensure that this is recorded in the children's reading record. If your child's reading record is not signed, they will not be able to change their reading books. The children's reading records will be checked weekly.

Children will have the opportunity to change reading books daily. If your child needs to change their book on any day, they can write their name on the sign at the door into Year 3, as they come into school in the morning. Myself or Miss Craig will then ensure that they have an opportunity to visit the library to change their book on that day.

#### **Spelling**

For spelling in Year 3, we will be following a weekly spelling programme, where every Monday, the class will be introduced to a specific spelling focus for the week. For the rest of the week, each day, the class will complete spelling sessions, based on the

specific focus for the week. We will then complete a spelling quiz on Friday. It is important to keep up with weekly spellings, as I will be expecting to see the children applying the spelling rules taught each week to their written work in class.

It is also beneficial for your children to practise their times tables at home. Purple Mash and TTRockstars can be used to support your children with this. Their logins for these websites are glued into the front of their reading records.

### **Reminders**

#### P.E

Our PE days for this half term will be on a **Wednesday** and a **Friday**.

All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery is not worn in school either.

#### Other Reminders

- Children with long hair must have their hair tied up.
- All medicines, including lip balms must be sent to the office. Children are not allowed to administer the use of these by themselves.
- Children should only bring water or clear flavoured water into school in their water bottle.
- Please ensure that your child is bringing in a healthy snack for break time.