



# 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

#### **Persuasive Text- Visit North America**

##### **Key Vocabulary**

**Persuade, leaflet, present perfect form, action, explore, identify, complex sentences, conjunctions, main cause, subordinate clause, complex sentences, purpose, audience, structure, vocabulary, material, paragraphs, proofread,**

##### **Key Learning**

- Listen to and discuss a range of persuasive texts, including persuasive leaflets.
- Use present perfect form of verbs using have and had to indicate a completed action e.g. Year Three have researched different foods which are healthy.
- Explore, identify and create complex sentences using a range of conjunctions e.g. because, if, so, although.
- Explore and identify main and subordinate clauses in complex sentences.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of persuasive leaflets.
- Discuss and record ideas for planning e.g. boxing up
- Group related material into paragraphs.
- Proofread to check for errors in spelling and punctuation in own and others' writing.

#### **Narrative- The Iron Man**

##### **Key Vocabulary**

**Description, setting, character, plot, story opener, sentence structure, language, atmosphere, suspense, phrases, interest,**

**imagination, emotion, prepositions, structure,**

**Key Learning**

- To describe a setting, character and plot.
- To understand what makes an effective story opener.
- To learn how to move action along in writing, focusing on using a variety of sentence structures and lengths.
- To use descriptive language devices to create atmosphere and suspense.
- To select words and phrases that capture the reader's interest and imagination and convey emotion in writing.
- To learn to edit and improve writing independently.
- Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.
- Use different sentence structures e.g. prepositions to create sentences.

**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.

## Maths

### **Multiplication and Division B**

#### **Key Vocabulary**

**Multiply, related calculations, reasoning, with exchange, no exchange, partitioning, remainders,**

#### **Key Learning**

- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – with exchange
- Linking multiplication and division
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
- Divide a 2-digit number by a 1-digit number- with remainders

### **Length and Perimeter**

#### **Key Vocabulary**

**Measure, metres, centimetres, millimetres, length, compare, subtract, add, perimeter,**

#### **Key Learning**

- Measure in metres and centimetres
- Measure in millimetres
- Metres, centimetres and millimetres
- Equivalent lengths (metres, centimetres and millimetres)
- Comparing and adding lengths
- Subtracting lengths
- Measuring and calculating perimeter

## **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.

## **Religious Education (RE)**

### **Unit 3.4: Easter**

#### **Is the cross a symbol of sadness or joy?**

### **Key Vocabulary**

**Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday, Resurrection,**

### **Key Learning**

- To increase pupils' knowledge and understanding of the Easter Story, exploring the feelings evoked then and now by different events throughout Holy Week.
- Discover how the services held in churches during Holy week reflect the sadness and joy.
- Develop further the pupils' understanding of the concept of salvation.

## **Science**

### **Forces and Magnets**

### **Key Vocabulary**

**Magnet, force, poles, attract, repel, faces, attraction, friction, motion, surface, ramp, repulsion, magnetic, non-magnetic,**

### **Key Learning**

- Explore contact and non-contact forces.
- Compare how things move on different surfaces.
- Explore different types of magnets.
- Explore the properties of magnets and everyday objects that are magnetic.
- Understand that magnetic forces can act at a distance.
- Explore the everyday uses of magnets.

## **Geography**

### **North America**

#### **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**

- Where is North America and what is it like?
- Where and what is the United States of America?
- What are the Rockies like?
- What happened when Mount St Helens erupted?
- Which US state would I like to live in and why?
- How does New York compare with my local area?

## **Design and Technology**

### **Food- Healthy Lunches**

#### **Key Vocabulary**

**The Eatwell Guide, food groups, savoury, hygiene, spreading, slicing, arranging, research, design, food preparation, evaluate,**

#### **Key Learning**

- To Identify and classify ingredients in composite dishes (e.g. sandwiches) according to The Eatwell Guide food groups.
- To name and explain some of the reasons that can affect food choice.
- To explain what a healthy lunch should include, by referring to inclusion of foods from the four main (largest) food groups.
- To prepare a topped savoury cracker safely and hygienically using spreading, slicing and arranging skills.
- Carry out research about a selection of different sandwiches.
- Design a sandwich based on their research and design criteria.
- Perform food preparation skills safely and hygienically to make a sandwich.
- Evaluate their sandwich and suggest ways it could be improved.

## Physical Education (PE)

### **Dance- Ironman**

#### **Key Vocabulary**

**Expression, movement, character, connection, skill, shape, interpretation, rehearse, patterning, timing, structure, teamwork,**

#### **Key Learning**

- To copy movements accurately and work as a team, to create a skill, connected shape with their bodies.
- To suggest verbs (actions) taken from a chapter and perform their own interpretation of these.
- To work together to create, rehearse and perform a group sequence.
- To demonstrate unusual movement and can keep in time with others and the music.
- To perform a well-structured duet which expresses character and explores patterning and timing.
- To perform all dances created in the unit, in a well-organised structure using teamwork skills and character.

### **Gymnastics**

#### **Key Vocabulary**

**Travelling, balance, stillness, actions, accuracy, control, movement, jumping, landing, travelling, rolling, apparatus, transition, performance,**

#### **Key Learning**

- To demonstrate travelling with control on 4 points.

- To show balances on 2 and 3 points of the body.
- To show balances with stillness on 1,2,3 and 4 points of the body.
- To combine actions of travelling and balance.
- To demonstrate basic rolls with accuracy and control.
- To move from one action to another smoothly.
- To demonstrate jumping and landing safely.
- To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.
- To use 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)

### What makes a community?

#### Key Vocabulary

**Belonging, groups, community, friendship, faith, diverse, local, inclusion, values, difference, respect,**

#### Key Learning

- How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.
- What is meant by a diverse community; how different groups make up the wider/local community around the school.
- How the community helps everyone to feel included and values the different contributions that people make.
- How to be respectful towards people who may live differently to them.

## Computing

### L1 - KS2

#### iStopMotion

#### Key Vocabulary

**Stop Motion, 3D, Motion Capture, Frame, Chroma Key, FPS, 2D, Computer-generated Foley, Green Screen, Sound FX,**

**Key Learning**

Throughout the iStopMotion, pupils will learn about five different types of animation before continuing the rest of the course solely on Stop Motion. Pupils will learn multiple techniques to complete a short animation by the end of the course. Pupils will learn about Chroma Key and Sound FX before adding these techniques to their animation to create a finished piece.

**Music**

**Electric Drums L1 - KS2**

**Key Vocabulary**

**Electric, drum kit, evolution, technique, genres, drum beats, skill, performace,**

**Key Learning**

Throughout this unit, pupils will learn how to play electric drums. They will also learn about history, types and evolution of the drum kit and the correct techniques to play. Alongside this, they will look at different musical genres, drum beats and technical aspects. Pupils will build up skill and dexterity, with the aim of performing.

**French**

**L1 - KS2 -Unit 4**

**Food, Drink and Giving Preferences**

**Key Vocabulary**

**Comment ca va?** (How are you?) **Ca va bien** (It's going well) **Comme ci comme ca** (So-so) **Ca va mal** (It is bad) **Ca va tres bien** (I'm very good) **Ca va tres mal** (It is not going well) **Combien ca coute?** (How much does it cost?) **Les boissons** (Drinks) **Les desserts** (Deserts) **Deux plats** (Two dishes)

**Key Learning**

Pupils will give more in-depth opinions on different food and drink vocabulary and practice using what they've learnt in role-play situations. Pupils will continue to learn new French phonemes and graphemes and be introduced to the French alphabet.



## Cultural Capital

- Author visit on world book day
- Theatre company production of Scrooge
- Gymnastics Specialist coaching/competition.
- Geography local area walk- exploring how Darwen compares to New York, with relation to human geography, including: types of settlement, land use and population.
- RE - Easter artwork in the Rose Garden.

## 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.