



# 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**

## **Curriculum Overview**

### **English**

#### **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 - David Attenborough**

### 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

### 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

### Rocks

#### Key Vocabulary

Igneous Rock, Metamorphic Rock, Sedimentary Rock, flint, marble, limestone, sandstone, granite

#### Key Learning

- Explore the formation and properties of igneous rocks
- Explore the formation and properties of sedimentary and metamorphic rocks
- Weathering and the suitability of rocks for different purposes
- Explore how water contributes to the weathering of rocks
- Understand how fossils are formed
- Explore different types of soil

## Geography

### Continue History-

#### 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-Eating seasonally:**

#### **Key Vocabulary**

**Export, import, seasonal, seasons, natural, ingredients**

#### **Key Learning**

- Identify the different climates in which fruits and vegetables grow-make Japanese fruit skewers.
- Children learn that we have to import some foods from other countries-children bake a fruit crumble using seasonal British fruits
- Children learn that vegetables and fruits of the same colour have similar health benefits and design a seasonal tart using a variety of local seasonal vegetables and fruits to provide a range of nutrients
- Make a seasonal tart.

## Physical Education (PE)

### **Invasion Games - Hockey**

#### **Key Vocabulary**

**Hockey - Attacking, Receive, Shield, Dribble, Hands, Feet, Control Dodge/Evade, Turn, Deceive, Feint, Dummy, Pass, Move, Find space, Defending, Protect space, Close down, Quickly**

- To show passing a ball to a teammate using a hockey stick.
- To demonstrate dribbling and passing a ball using a hockey stick.
- To demonstrate shooting a ball at a goal.
- Select attacking tactics when playing a hockey-type game.
- To demonstrate dribbling and shooting a ball using a hockey stick. To select attacking tactics when playing a game

## **Gymnastics Activity 2**

### **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)**

### **Valuing Difference**

#### **Key Vocabulary**

**British values, cooperation, falling out, respect, teamwork, tolerance, negotiating, communication, relationships**

#### **Key Learning**

- Respect and challenge
- Family and friends

- My Community
- Our friends and neighbours
- Let's celebrate our differences
- Zeb

## Computing

### **iMedia Level 1 iCreate – iStop Motion**

#### **Key Vocabulary**

**Stop Motion, 2D, 3D, Computer-generated, Motion Capture, FPS (Frames per second), Frame, Green screen, Chroma Key, Sound FX, Foley/Foley Artist.**

During the first half of iStopMotion, pupils will learn about Stop Motion animation and create a short Stop Motion film. Following this, pupils will learn about post-production effects such as 'Chroma key' and 'Foley'. Pupils will finish by combining their animation and post-production skills together to create a final piece with sound, video effects, Chroma Key and animated 2D titles.

## Music

### **L.1 Keyboards**

#### **Key Vocabulary**

**Clef, Stave, Crotchet, Minim, Semibreve, Treble, Bass, Compose, Tempo, Dynamics, Drone, Melody, TimeSignature, Tempo**

#### **Key Learning**

Pupils will learn how to read music in the treble and bass clef, focusing on fingering and hand position, recognising notes on the keyboard and be able to play basic songs with two hands. Pupils will be able to recognize notes and gain confidence in performing basic songs with two hands or as a duo.

## 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

- Buzz Education Assembly- National Career Week
- P.E- Hockey specialist

## Reminders and Homework

- **Homework**
- Homework in Year 3 will consist of reading at least three times per week at home, learning spellings and engaging with an LBQ task weekly to consolidate learning.
- Please can all parents/carers ensure that the school reading records are signed, and dated and page numbers added so



that when following up in class, we know where the children are up to. Their books need to be in school every day.

- The children's reading records will be checked weekly, from Friday to Friday.
- Children will have the opportunity to change reading books throughout the week.
- In KS2, the children can sign books themselves, but we would appreciate parents overseeing this. If the children cannot complete homework at home, we will make time for them in school so that they don't miss out, but please note this will most likely be during golden time on a Friday.

### **Spelling**

- Spellings will continue to be given out on a Friday (displayed on the class page every week). These can be revised at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. For the rest of the week, the class will complete spelling sessions, based on the specific focus for the week. We will then complete a spelling quiz on Friday, in their red spelling book. 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.

### **Maths:**

I will assign a weekly LBQ (Learning By Questions) for each child to complete at home.

### **P.E.**

- Our PE days for this half term will be on a Monday and a Thursday
- 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**

- 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 bottles.
- Please ensure that your child is bringing in a healthy snack for break time.
- Important messages are to be sent directly to the school office, such as appointments or a change of pick up.