

St Francis RC Primary School Curriculum Overview and Detail Spring Term Year 3

Curriculum	Spring 1	Spring 2
Creative Learning Project	Tribal Tales	Scumdiddlyumptious
Focus	History	Science
Trip/Visitor/Hook	Stone Age Workshop/Visitor	Supermarket visit
Writing Focus Focus English	<p>Unit Written Retell Stone Age Boy in more detail Non-chronological report on the Stone Age Recount of any trip, event, experience Possible Application: Instructions – How to make fire</p> <ul style="list-style-type: none"> ♣ Identify the key events for their narrative. ♣ Plot the events on a planning format. ♣ Understand that the language and vocabulary used is related to the text type. ♣ Make careful choices about the vocabulary to be used. ♣ Develop ideas and vocabulary about characters: ♣ What they say ♣ What they do ♣ Plan an opening and a closing appropriate to the text type. ♣ Group events/information into sections. ♣ Decide how the effectiveness of writing could be improved. ♣ Make changes to writing following proof-reading. 	<p>Unit Written Retell selected events from Alice’s point of view to sister Possible Application: Instructions: How to play croquet Outcomes: - Mad Hatter’s Tea Party, meeting caterpillar, Recount of any trip, event, experience Comparative report on an aspect/s of life in Victorian times compared with the present day Poetry – Shape poems based on characters in book - caterpillar, Mad Hatter’s Hat, gryphon</p> <ul style="list-style-type: none"> ♣ Plot the events on a planning format. ♣ Make careful choices about the vocabulary to be used. ♣ Develop ideas and vocabulary about characters: ♣ What they say ♣ What they do ♣ Plan an opening and a closing appropriate to the text type. ♣ Know that narratives are organised in sections. ♣ Group events into sections. ♣ Group events/information into sections. ♣ Decide how the effectiveness of writing could be improved. ♣ Make changes to writing following proof-reading.
Cross curricular Maths		Measures and money

Cornerstones		<ul style="list-style-type: none"> ♣ Add and subtract amounts of money to give change, using both £ and p in practical contexts
Science Cornerstones and discrete	.	<p>Nutrition</p> <ul style="list-style-type: none"> ♣ Gather, record, classify and present data in a variety of ways to help in answering questions. ♣ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat. ♣ Identify differences, similarities or changes related to simple scientific ideas and processes.
<p>During years 3 and 4, pupils will be:</p> <ul style="list-style-type: none"> ♣ asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ identifying differences, similarities or changes related to simple scientific ideas and processes ♣ using straightforward scientific evidence to answer questions or to support their findings 		
IT	<p>Online Safety</p> <ul style="list-style-type: none"> ♣ Using safety features on websites ♣ Downloading items safely ♣ Commenting positively online 	<p>Espresso Coding</p>
History Cornerstones	<p>Prehistoric Britain from the Stone Age to Iron Age</p> <ul style="list-style-type: none"> ♣ Learn about changes in Britain from the Stone Age to the Iron Age. 	<p>Significant individuals – James Lind</p> <ul style="list-style-type: none"> ♣ Study an aspect or theme in British history that extends pupil’s knowledge beyond 1066
Geography Cornerstones	<p>Fieldwork, human and physical geography, using maps and aerial images</p> <ul style="list-style-type: none"> ♣ Use fieldwork to observe, measure, record and present the human and physical features in the local 	<p>Food miles and fairtrade</p> <ul style="list-style-type: none"> ♣ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ♣ Describe and understand key aspects of human geography, including:

	<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> ♣ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ♣ 2 Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ♣ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. 	<p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
<p>Locational knowledge – ongoing through KS2</p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 		
<p>Art and Design Cornerstones</p>	<p>Cave paintings, clay beakers, Iron Age jewellery</p> <ul style="list-style-type: none"> ♣ Find out about great artists, architects and designers in history. ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). 	<p>Sculpture</p> <ul style="list-style-type: none"> ♣ Create sketch books to record their observations and use them to review and revisit ideas. ♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
<p>DT Cornerstones</p>	<p>Designing and making tools, building structures</p> <ul style="list-style-type: none"> ♣ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 	<p>Cooking</p> <ul style="list-style-type: none"> ♣ Investigate and analyse a range of existing products. ♣ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

	<ul style="list-style-type: none"> ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ♣ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> ♣ Select from and use a wider range of tools and equipment to perform practical tasks accurately. ♣ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ♣ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
Music Cornerstones Charanga		<p>Vegetable orchestra</p> <ul style="list-style-type: none"> ♣ Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ♣ Improvise and compose music for a range of purposes using the interrelated dimensions of music.
PHSCE Cornerstones	<p>Thinking about the lives of others</p> <ul style="list-style-type: none"> ♣ Feel positive about themselves (e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take). ♣ Think about the lives of people living in other places and times, and people with different values and customs. 	
Maths Focus Maths	<ul style="list-style-type: none"> ♣ Geometry - 2D and 3D shapes/ angles ♣ Addition and subtraction – using statistics ♣ Fractions ♣ Measures – Time ♣ Consolidate and Assess 	<ul style="list-style-type: none"> ♣ Place Value – using measures ♣ Addition and subtraction – problems ♣ Fractions ♣ Measures – General ♣ Statistics ♣ Consolidate and Assess

<p>English: Reading Class novel</p> <p>Focus English</p>	<p>Core Text: Stone Age Boy – Satoshi Kitamura</p> <ul style="list-style-type: none"> ♣ Know that there are different kinds of narrative stories. ♣ Identify the plot. ♣ Infer and explain characters' feelings, thoughts and motives from actions and what they say. ♣ Recognise words and language that show the setting of a book – historical, cultural or social. ♣ Give a personal response. ♣ Explain a personal response. ♣ Know that non-fiction books are structured in different ways. ♣ Know how to use a non-fiction book to find identified information. ♣ Know that words and language in poems create effects. ♣ Discuss the meaning of words and language in poems. ♣ Understand that there can be more than one interpretation of a poem. ♣ Watch performances of poems. ♣ Discuss how the meaning is enhanced through performance. 	<p>Core Text: Alice in Wonderland – Emma Chichester Clark and original version – Lewis Carroll</p> <ul style="list-style-type: none"> ♣ Identify the plot. ♣ Infer characters' feelings, thoughts from actions and what they say ♣ Explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives. ♣ Use the context of unfamiliar words to explain their meaning. ♣ Check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ♣ Recognise words and language that show the setting of a book – historical, cultural or social. ♣ Make connections between similar books. ♣ Discuss a range of narrative texts. ♣ Give a personal response. ♣ Explain a personal response. ♣ Know that there are different forms of poetry. ♣ Recognise and name different types of poems which have been introduced. ♣ Know that words and language in poems create effects. ♣ Discuss the meaning of words and language in poems.
<p>Spelling/Grammar</p>	<ul style="list-style-type: none"> ♣ Use complex sentences appropriately in writing. 	<ul style="list-style-type: none"> ♣ Use complex sentences appropriately in writing.

Focus English	<ul style="list-style-type: none"> ♣Begin to make choices about when to move a subordinate clause to the beginning of a sentence. ♣Use the past perfect tense when appropriate in writing. ♣Begin to understand that direct speech can show character and move events forward. ♣Use direct speech. ♣Make choices about the position of a prepositional phrase in a sentence. ♣Select conjunctions, adverbs and prepositions to show time in writing to indicate sequences of events or the passing of time. 	<ul style="list-style-type: none"> ♣Begin to make choices about when to move a subordinate clause to the beginning of a sentence. ♣Use the past perfect tense when appropriate in writing. ♣Begin to understand that direct speech can show character and move events forward. ♣Use direct speech. ♣Make choices about the position of a prepositional phrase in a sentence. ♣Select conjunctions, adverbs and prepositions to show time in writing to indicate sequences of events or the passing of time.
Speaking and Listening Focus English	<ul style="list-style-type: none"> ♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion. 	<ul style="list-style-type: none"> ♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion.
RE The Way, the Truth and the Life Caritas	<p>Sacrament of Reconciliation</p> <p>Rights and Responsibilities</p> <p>Buddhism</p>	<p>Celebrating the Mass</p> <p>Passover, Easter</p>