Berkswell Church of England Primary School Curriculum Overview
Year 3 Spring Term – Africa

English

Unit 3 – Different poetry forms

This poetry unit introduces pupils to a range of different poetry forms, both modern and traditional. The particular forms have been selected to provide pupils with opportunities to explore the focus grammar elements in meaningful and enjoyable contexts. Pupils are introduced to the benefit of using a thesaurus to broaden and enrich their vocabulary. Following reading, modelling and demonstrating, pupils have opportunities to write their own compositions for reading and performance. By the end of the unit pupils will be able to easily recognise and name different poetry forms.

Curricular aims of this unit:

- To introduce pupils to a range of poetry forms
- To encourage pupils to think creatively
- To provide opportunities for pupils to read and write different forms of poetry
- To engage in poetry performance
- To explore using some poetry techniques
- To enjoy playing with words and structures

Unit 4 – Multi-Genre- Africa- fur and feathers

The unit introduces pupils to some 'mantle of the expert' ways of working where they are set a challenge that requires a collaborative problem solving approach. Every few days a new challenge is set that allows pupils to respond in different ways, to exercise choice and to read, write and communicate in purposeful ways. The pupils work towards a solution for the 'client' who sets the challenge. Throughout the unit, pupils work as researchers, presenters and publishers.

Curricular aims of this unit:

- To engage with a range of text types
- To respond imaginatively to a range of stimuli
- To work collaboratively on a publication
- To retrieve relevant information on specific topics
- To develop speaking and presentation skills
- To read and write for a variety of purposes

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - Read exception words
  - Use prefixes and suffixes and understand how to add them
  - Spell homophones
  - Spell words that are often misspelt
  - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
  - Use the first two or three letters of a word to check its spelling in a dictionary.
- **Grammar and Punctuation**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Use the present perfect form of verbs in contrast to the past tense
  - Choose nouns or pronouns appropriately for clarity and to avoid repetition
  - Use conjunctions, adverbs and prepositions to express time and cause
  - Use fronted adverbials
  - Know the difference between plural and possessive –s
  - Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Use of inverted commas and other punctuation to indicate direct speech
  - Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]
  - Use and understand the grammatical terminology in English
  - **Terminology:** determiner, pronoun, possessive pronoun, adverbial
- **Handwriting**
  - Use the diagonal and horizontal strokes that are needed to join letters.
  - Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 3 will be reading **'The magic faraway tree'.**

Maths

Number and place value

- count from 0 in multiples of 4, 8, 50 and 100; finding 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers to at least 1000 in numerals and in words

Addition and subtraction

- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Add and subtract numbers mentally, including:
  - a three-digit number and ones
  - a three-digit number and tens
  - a three digit number and hundreds
- Add and subtract numbers with up to three digits, using the using the efficient written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers

Multiplication and division

- Solve problems, including missing number problems, involving multiplication and division,
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know

Statistics

- Solve one-step and two-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables.
- Interpret and present data using bar charts, pictograms and tables

Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole (e.g. 5/7 + 1/7 = 6/7)

Measures

- Measure, compare, add and subtract: lengths (m/cm/mm)
- Measure the perimeter of simple 2-D shapes
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute
- Record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events, for example to calculate the time taken by particular events or tasks

Geometry

- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations; and describe them with increasing accuracy
- Recognise angles as a property of shape and associate angles with turning
- Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
- Identify horizontal, vertical, perpendicular and parallel lines in relation to other lines.

Science

Animals and Skeletons

Pupils revisit the classification of animals according to diet as carnivores, herbivores or omnivores and research the diets of animals in more detail. They look at human dietary requirements and begin to identify different food types and their different uses in the body. Pupils learn about external and internal skeletons , making a life size skeleton diagram and studying the names and functions of the major bones in the human skeleton.

Key Concepts

- That what an animal eats should be matched to the needs of that animal
- That food of the wrong type or too much food makes animals unhealthy
- That skeletons provide support and protection for the body
- That there are two basic types of skeleton – internal and external.

Working Scientifically

- Ask relevant questions and using different types of enquires to answer them
- Making systemic and careful observations, take accurate measurements using a range of equipment
- Gather, record, classify and present data in a variety of ways
- Report on findings, including oral and written explanations, displays or presentation of results
- Use results to draw simple conclusions, make predictions and suggest improvements
- Identify similarities and differences or changes related to simple scientific ideas
- Use straightforward scientific evidence to answer questions and support their findings

Plants

Pupils will carry out an investigation of the factors that affect the growth of plants, observing and measuring their plants for the course of the unit. They will learn about the main functions of the different parts of a plant and will study the life cycle of a flowering plant, including studying the structure of a flower and the different methods of seed dispersal.

Key concepts

1. that the different parts of a plant all have a function in keeping the plant healthy
2. that plants have a life cycle consisting of germination, growth, flowering, pollination, seed production and seed dispersal

Working scientifically

- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, take accurate measurements
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries
- use results to draw simple conclusions, make predictions, suggest improvements and raise further questions
- use straightforward scientific evidence to answer questions or to support their findings.

Computing

We are communicators (using e-mail)

This unit allows the pupils to learn about a number of e-safety matters in a positive way. They will communicate with a school in Africa via E-mail. They will be learning how to use email and video conferencing safely.

We are opinion pollsters (creating questionnaires and graphs)

In this unit, the pupils create their own opinion poll, seek responses, and then analyse the results. They will be creating questionnaires and then using the responses to create a variety of graphs on the computer.

Geography

Physical geography- Africa

Pupils will extend their knowledge and understanding beyond the local area to include the continent of Africa. This will include the location and characteristics of a range of Africa's most significant human and physical features. This will include looking at:
climate zones, rivers, mountains, deserts, rainforests and the water cycle.

History

Benin

Pupils will be learning about a non-European society that provides contrasts with British history. The focus will be on the history of Benin (West Africa) c. AD 900-1300.

Music

African drumming

Children will be learning about the different rhythms that can be heard in African music. Some time will be spent learning how to play the drums and percussion instruments. Then the pupils will be practising, performing and evaluating their own African music in small groups.

Human body

Skeleton dances and songs, teach the children about the human body in this unit. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance. (to link with science work)

Sounds

How are sounds produced and classified? The children explore timber and structure through musical conversations in music from around the world (to link with geography work on African countries)

Poetry

A variety of poems are explored and developed. The children use voices, body percussion, instruments and movement to create expressive performances. (link with poetry unit in English)

Religious Education

Unit 3: Precious words

- The importance of sacred words for believers
- The writing of words as an act of faith
- A believer's right of access to sacred works

Questions to be raised:

What is important in your world?
What reminds you of it?
What words are important to you?
What rules do you follow and why?
How important is religion to you?
Why should people want to glorify God?
When do you give yourself to God?
What have learned about other faiths?

Unit 4: The power of the cross

- The importance the Cross to believers
- The centrality of Easter to the faith

Questions to be raised:

What objects are important to you?
Why do some people use objects in worship?
What does the cross remind you of?
Who or what helps you when you are worried or afraid?
How do you show you care about others?

Art

African masks

Children will be looking at various examples of African masks. Time will be spent on looking at the design of the masks including, shape, pattern, size and the importance of emotion. The children will then design their own mask and create it firstly out of paper with various embellishments. Then the children will create their own 3D paper Mache masks. (to be used in the dance production)

Design Technology

African stew

Children will look at different African foods, including vegetables and spices. Food will be tasted and described using a range of sensory vocabulary. The children will then design their own African stew, which they will then cook and evaluate.

Physical Education

The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to puts their skills into practise.

Real PE - Unit 3:

The pupils will develop the following fundamental movement skills:
Cardio - Coordination – floor movement patterns.
Cool Down - Static balance – One leg standing.
During these sessions the additional ability focus will be personal skills.

PSD Pupils will explore the themes of: Going for goals Good to be me	**French** Pupils will explore the themes of Colours Fruit Food Easter	**Real PE - Unit 4:** The pupils will develop the following fundamental movement skills: Cardio - Dynamic balance to agility. Cool Down - Static balance – seated. During these sessions the additional ability focus will be social skills. **African dance** The children will be learning about the African dance style and will be learning some important steps in African dance. The children will then work in small groups to create a African style dance which can be performed and evaluated by other members of the class.