



## English

### 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

### Non-fiction unit

The unit focuses on different aspects of non-fiction writing. Pupils are shown different types of non-fiction genres and asked to create their own versions with a focus on Africa and African animals. The pupils are shown the skills to research their own facts, write notes and use the information to create non-fiction texts, including a non-chronological report, a documentary speech and ending with their own non-fiction books.

#### Curricular aims of this unit:

- To engage with a range of text types
- 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
- To spell compound words
- Spell words that are often misspelt
- 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
- Use conjunctions, adverbs and prepositions to express time and cause
- Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
- Use of paragraphs to organise ideas around a theme
- Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- Use and understand the grammatical terminology in English

#### • 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, pupils 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: mass (g and kg)
- 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

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.

### 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

### 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

- That the different parts of a plant all have a function in keeping the plant healthy
- 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

### Powerpoint presentation

In this unit children will learn:

- To create a page in a presentation.
- To add media to a presentation.
- To add animations to a presentation.
- To add timings to a presentation.
- To use the skills learnt to design and create an engaging presentation.

The pupils will be using these new skills to create a powerpoint presentation about an African country to present to the class.

### E-mail

In this unit children will learn:

- To think about different methods of communication.
- To open and respond to an email using an address book.
- To learn how to use email safely.
- To add an attachment to an email.
- To explore a simulated email scenario

The pupils will be using these new skills to e-mail different people linked to our topic work.

### Simulations

In this unit children will learn:

- To consider what simulations are.
- To explore a simulation.
- To analyse and evaluate a simulation.

The pupils will then go on a virtual exploration around Africa.

## Geography

### World geography

Pupils will be reminded about the 7 continents and 5 oceans of the world. We will look at the different biomes found around the world and consider the climate of different countries.

### Physical geography- Africa

Pupils will extend their knowledge and understanding to focus on 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: savannahs, mountains, deserts, rainforests.

We will spend some time focusing on specific countries and the different cultures found within these countries. Pupils will then consider similarities and differences of the lives of people within these different countries compared to our own.

## Music

### African drumming-djembe drumming

Pupils will be introduced to the cultural significance of djembe playing in an African society. Pupils 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.

### African folk songs

Pupils will be listening to a variety of songs from different countries throughout Africa. Pupils will be learning to sing some of the songs and add musical accompaniment. The pupils will play orchestral instruments to create an ensemble that engages the audience. The pupils will then create their own musical composition that tells an African story. This will be performed and evaluated for the end of unit dance production.

## Religious Education

### Hinduism/believer-Why do Hindus want to collect good Karma?

In this unit pupils will learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for gathering good karma in an attempt to break the cycle of birth and re-birth.

### Christianity-Salvation (lent) Why do Christians call the day Jesus dies 'GoodFriday?'

In this unit pupils will order Creation, Fall, Incarnation, Gospel and Salvation with a timeline of the Bible's 'big story'. They will offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean. They will make links between the Gospel texts and how Christians mark the Easter events in their church communities.

## Art

### Weaving

Pupils will be looking at various examples of African patterns and clothing designs. Time will be spent on looking at the shape, pattern, size and the importance of colour and symbols to represent the characters of people. The pupils will then design their own Kente cloth and create it firstly out of paper with various embellishments. We will then create a fabric whole class final piece, to represent the unique people within Year 3.

## Design Technology

### African stew

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

## Physical Education

**The Pupils 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 put their skills into practise.**

### Real PE - Unit 3: Cognitive

Awareness of space and others to make good decisions  
Use simple tactics of attacking and defending.  
Identify areas to improve

### Real PE - Unit 4: Creative

To link actions and develop sequences of movements that express my own ideas  
I can make my own rules and versions of activities.  
I can respond to music and recognize similarities and differences in movements and expression



## PSD

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The pupils will cover two themes (puzzles) this term:

### Dreams and Goals:

This theme (puzzle) aims to help pupils think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising.

### Healthy Me:

This theme (puzzle) covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for pupils to learn that health is a very broad topic.

## French

Pupils will explore the theme of:

### Food Glorious Food

- Food (healthy and unhealthy)
- Fruit – fruit and vegetables
- Days of the Week
- Months of the Year
- La Chenille qui fait des Trous (The Very Hungry Caterpillar)
- Le Chien Tres Gourmand (The Very Greedy Dog)
- Making Pancakes
- Easter Celebrations in France

Pupils will develop their basic skills in listening, speaking, reading (including phonics), writing and grammar

## Athletics (to continue)

Pupils will be taught the skills of running, jumping and throwing in preparation for the Ancient Greek Olympics.

- Throw a javelin/discus using correct stance
- Perform a long jump and triple jump in isolation and in combination
- Develop running for distance and running for speed

## African dance

The pupils will be learning about the African dance style and will be learning some important steps in African dance. The pupils will then work in small groups to create an African style dance which can be performed and evaluated by other members of the class.