

Curriculum Overview Spring Term Year: 3

Curriculum	Spring 1	Summer 2
Creative Learning Project	Heroes and Villains	Scrumdiddlyumptious!
Focus	Music	D&T
Writing Focus	Biography; Dialogue; Riddles; Fairy Tales; Comic Strips	Recounts; Recipes and Instructions; Nonsense Poetry; Non-chronological Reports; Adverts
Cross curricular Maths	Discrete	Measures and Money
Science	Discrete	Nutrition
IT	Web Searches	Using the internet
History	Discrete	Significant Individuals - James Lind
Geography	Discrete	Food Miles and Fair Trade
Art	Sculpture; Illustration	Sculpture
DT	Puppet Making; Flip Books	Cooking and Nutrition
Music	Singing and Performance; Comparing Music; Listening and Appreciation; Notation; Composition; Rhythm	Vegetable Orchestra
PHSCE	Moral Issues and Dilemmas; Role Models; Good Deeds; Organisations that Help People; Values and Goals	Discrete

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<p>Maths</p>	<p>Pupils can explain and show how and when their counting is useful for adding and subtracting and make appropriate decisions about when to use their understanding of place value for solving problems including adding and subtracting.</p> <p>Pupils can solve addition and subtraction problems in different contexts (including extracting the necessary information from graphs, charts and tables), appropriately choosing and using number facts, understanding of place value and counting. They can explain their decision making and justify their solutions.</p>	<p>Pupils can represent fractions as numbers and explain and show they know that for unit fractions, as the denominator increases, the size of the number decreases.</p> <p>Pupils can explain and represent multiplication as both repeated addition and scaling; and division as both sharing (including finding fractions), and grouping. They use this understanding to derive facts and solve problems.</p>
<p>English: Reading Class novel</p>	<p>Weekly guided reading sessions including non-fiction and fiction texts Individual reading 101 Dalmatians - Dodie Smith The Lion, the Witch and the Wardrobe - C.S. Lewis</p>	<p>Weekly guided reading sessions including non-fiction and fiction texts Individual reading Charlie and the Chocolate Factory - Roald Dahl</p>
<p>Phonics/Spelling/ Grammar</p>	<p>To investigate, spell and read words with silent letters, e.g. know, gnome, write</p> <p>To recognise and generate compound words e.g. playground, airport.</p> <p>To recognise and spell common suffixes and how these influence word meanings, e.g. -ly, -ful, -less</p> <p>To use knowledge of suffixes to generate new words from root words</p> <p>To recognise and spell common suffixes and how these influence word meanings, e.g. -ly, -ful, -less</p> <p>To use knowledge of suffixes to generate new words from root words</p> <p>To use the apostrophe to spell shortened forms of words, e.g. don't, can't</p> <p><i>Some children will continue to work on Phase 5 Phonics to ensure this is embedded</i></p>	<p>To recognise and spell the prefixes –mis, -non,-ex,-co,-anti.</p> <p>To use knowledge of these prefixes to generate new words from root words.</p> <p>To recognise and spell the prefixes –mis, -non,-ex,-co,-anti.</p> <p>To use knowledge of these prefixes to generate new words from root words.</p> <p>To investigate and list words that sound the same but have different spellings and meanings</p> <p>To use the apostrophe to spell contracted forms of words e.g. couldn't</p> <p>To explore homophones which have the same spelling but different meanings</p> <p><i>Some children will continue to work on Phase 5 Phonics to ensure this is embedded</i></p>
<p>RE</p>	<p>Called to change</p>	<p>Eucharist</p>

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