

Curriculum Long Term Overview Map
(Staff Shared Overflow-New Curriculum 18-19)

Spring Term

Year Group: 3

Overall Theme: Stone age - Iron Age

(Each of the aspects below will have a comprehensive medium term plan)

SUBJECT	SUMMARY THEME	PROGRAMME OF STUDY
Literacy	<p>Author Study/Link:</p> <p>Non-fiction text related to bronze age and iron age.</p> <p>Narrative - folk tale.</p> <p>Iron man - classic adventure</p> <p>Non fiction - Letters</p> <p>Non fiction - discussion - for and against</p>	<p>Genre Coverage:</p> <p>Reading</p> <p>In this term, pupils will revise, consolidate and develop skills learned in previous years. In addition they will be encouraged to develop a positive attitude to reading, especially for pleasure and be encouraged to extend their knowledge and understanding of new vocabulary. Children will develop their understanding of what they have read by listening to and discussing a range of fiction and non-fiction in different forms. E.g. reports, folk tales, adventure stories and diaries. They will read, discuss and analyse books and texts for a range of purposes and respond in a variety of ways.</p> <p>Children will be encouraged to take note of punctuation when reading out aloud and use intonation and expression when reading aloud to a range of audiences. They will be taught to retrieve and record information from non-fiction texts. These are the key objectives that will be covered:</p> <ul style="list-style-type: none"> ▪ Discussing the purpose of paragraphs and identifying a key idea in a paragraph. ▪ Listening to and discussing a range of fiction, poetry, plays, non-fiction. ▪ Regularly listening to whole novels read aloud by the teacher. ▪ Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion. ▪ Analysing and evaluate texts looking at language, structure and presentation. In particular non - chronological reports. ▪ Reading and performing poetry. ▪ Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i> ▪ Using dictionaries to check meanings of words they have read. <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> ▪ Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>

	<p>Poetry linked to The Lion, The Witch and The Wardrobe .</p>	<ul style="list-style-type: none"> ▪ Quickly appraising a text to evaluate usefulness. ▪ Navigating texts in print and on screen. <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> ▪ Developing and agreeing on rules for effective discussion.
		<p>Vocabulary Grammar and Punctuation</p> <p>GRAMMATICAL AWARENESS</p> <p>To further develop the function of adjectives within sentences. To extend knowledge and understanding of pluralisation. To express <u>time</u> and <u>cause</u> using <u>conjunctions</u> - <i>when, before, after, while, because</i> - in writing and speaking, <u>adverbs</u> - <i>then, next, soon</i> - or <u>prepositions</u> - <i>before, after, during, in, because, of</i> - in writing and speaking To develop the use of nouns.</p> <p>SENTENCE STRUCTURE and PUNCTUATION</p> <p>To understand the differences between verbs in the first, second and third person - for example <i>I/we do, you/you do, he/she/they do/does</i> To identify personal pronouns in a sentence and replace names with personal pronouns within a sentence</p>
		<p>Composition</p> <p>In writing, as in reading, children will revise, consolidate and develop skills learned in previous years. In addition they will use their reading to analyse narrative, non-fiction and diary writing in order to plan and write their own versions. They will begin to understand the language and structure of different genres and begin to organise their own work into paragraphs or under sub headings accordingly. They will use a range of punctuation in their writing and begin to proof read and check their work for errors in grammar and punctuation in order to improve their work further.</p>

		<p>Spelling</p> <p>Spellings are sent home on a half termly basis and tested weekly. They will continue to spell further homophones and near homophones, and learn rules for adding suffixes to verbs to show change in the tense. Children will learn how to place apostrophes in words with regular plurals. Children will be encouraged to use a variety of methods to learn their spellings and correctly learn words that are often misspelt.</p>
		<p>Handwriting</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i> • write upper case letters of the correct size relative to lower case letters • start using some of the diagonal and horizontal strokes needed to join letters Form and use the four basic handwriting joins • Write legibly
Mathematics	Multiplication And Division	<p>Multiply 2 digits by 1digit. Divide 2 digits by 1 digit. Understand Scaling Apply in the context of reasoning and problem solving.</p>
	Measurement [Money]	<p>Use and convert pounds and pence. Add and subtract money. Give change.</p>
	Statistics	<p>. Interpret and present data using pictograms, bar charts and tables. Solve one step and 2 step questions using the data presented.</p>

	Measurement [Length and Perimeter]	Measure length. Equivalent lengths. m and cm/ mm and cm. Compare, add and subtract lengths. Measure and calculate perimeter.
	Fractions	Unit and non-unit fractions Making the whole Tenths Count in tenths Tenths as decimals Fractions of a number line Fractions of a set of objects (1) Fractions of a set of objects (2) Fractions of a set of objects (3)
Science	Rocks and soils Magnets	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock To recognize that soils are made from rocks and organic matter. Children will compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Children will observe how magnets attract or repel each other and attract some materials and not others and be able to name some materials which will stick to magnets. They will compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. They will describe magnets as having two poles and use this knowledge to predict whether two magnets will attract or repel each other, depending on which poles are facing.

RE	<p>Jesus the man who changed lives.</p> <p>Easter joy sadness joy.</p>	<p>To know and be able to retell the stories of Jesus covered in this unit;</p> <p>To begin to be able to make the connection between the Bible stories and Christian belief;</p> <p>To be able to ask questions about and identify the impact faith has on a believer's life;</p> <p>To be able to describe and show understanding of the impact of faith on the life of Mother Teresa.</p> <p>To be able to understand and make links between values and behaviour.</p> <p>To be able to retell the stories of the events of Palm Sunday, Holy Week and Easter, making reference to the emotions of sadness and joy.</p> <p>To be able to make links between beliefs and religious stories;</p> <p>To be able to describe some forms of religious expression;</p> <p>To be able to use religious vocabulary and show understanding of the significance of the Easter story.</p> <p>To be able to ask important questions about religious beliefs;</p> <p>To be able to make links between values and behaviour.</p>
Music	Learning to play the recorder and singing.	In Year 3 pupils children will begin to learn to play a recorder and develop their singing ability over the course of the year. They will broaden their musical knowledge and stimulate their interest in continuing to learn a musical instrument.
PHSE	<p>Appropriate touches and greetings.</p> <p>Recycling</p>	<p>To recognise and deal with appropriate/inappropriate contact in person and online.</p> <p>To appropriately express when something is acceptable/not acceptable</p> <p>To explore a wider range of feelings in self and others.</p> <p>To raise pupils awareness of environmental issues.</p> <p>To be able to contribute to maintaining and improving their own environment.</p>
Computing	Graphics	<p>To review selecting and using the brush and fill tool.</p> <p>To learn how to resize an image.</p> <p>To review how to copy and paste images into different windows.</p> <p>To learn how to use the magnifying tool.</p> <p>To learn how to manipulate objects (e.g. rotate)</p>

	Programming and Control	<p>To learn how to use the pick colour tool.</p> <p>Children will use their understanding of how precise instructions and commands can control a device to create more complex sequences of instructions.</p> <p>They will create, edit and refine more complex sequences of instructions for a variety of programmable devices.</p> <p>They will debug more complex programs.</p> <p>Children will investigate how different variables can be changed to enable different outcomes (e.g. angles in shapes and units of measurement).</p>
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