

Year 3 Curriculum Overview

Spring Term

Walk like an Egyptian



This leaflet aims to give you information on the curriculum we will be covering during the Summer term.

English

As readers, they will continue to use and apply phonics to help read fluently, but with more of an emphasis on reading for meaning.

In guided reading lessons, they will be exposed to a wide range of fiction, poetry, plays, non-fiction and reference books, where we capitalise on topics and make links where possible.

This term, they will enjoy a wide range of texts to develop a love of reading and broaden their understanding of different genres. They will listen to:

- ✓ Myths & Legends – The Legend of Isis & Osiris (Egyptian creation myth) and Myths and Legends by Vic Parker
- ✓ Classic Literature – The Happy Prince by Oscar Wilde
- ✓ Traditional Tale – The Tale of Rama and Sita
- ✓ Poetry – Performance poetry, including The Crocodile by Lewis Carroll
- ✓ Non-fiction/Reference Books – Topics such as Ancient Egypt, plants, animals and humans, and Hinduism

Through these texts, they will build comprehension skills, expand vocabulary and develop confidence as independent readers.

As writers, they will understand audience and purpose and will build on their existing grammar and punctuation knowledge. We begin with the narrative James and the Giant Peach, a transformation tale. The focus will be on characterisation, as children learn to describe characters in detail. They will innovate by adding and embellishing details to expand the story and finally invent their own version by changing the fruit, linking to science learning.

Next, they will write an explanation text answering the question: Why did Ancient Egyptians settle next to the River Nile? They will then innovate and invent new explanations, exploring Ancient Egyptian religious beliefs and achievements, linking to history.

Our second narrative unit features The Egyptian Myth of Creation, a myth and legend/defeating the monster tale. The focus will be on building suspense. They will innovate by adding details to heighten tension and then invent their own myth based on Egyptian gods, supported by historical research.

Finally, they will enjoy performance poetry, bringing The Crocodile by Lewis Carroll to life through expressive reading and actions.

Maths

As mathematicians, they will be developing fluency during morning session, focussing on:

- ✓ Counting forwards and backwards in different sized steps (between 6 and 9) and from different starting points within numbers 0-1000.
- ✓ They will apply mental strategies to different concepts (e.g. money and measures) to numbers within 0-1000 by reordering (finding complements);

- ✓ Rounding and compensating
- ✓ Partitioning and recombining (only partition the second number in a subtraction e.g. 76-24... subtraction 4 from 76 then subtract 20).
- ✓ They will also count forwards and backwards in multiples of 9. They should recognise the relationship to counting in 3s using concrete apparatus such as ten frames, bead strings, numicon and jumping along number lines.
- ✓ They will continue to use the four operations (addition, subtraction, multiplication and division) in a variety of contexts using bar modelling.

It is an expectation that by the end of Year 3 all pupils can recall and use multiplication and division facts for multiplication tables 2, 5, 10, 4, 8, 3, 6 and 9.

During maths lessons, they will be building confidence with key number and geometry skills:

- ✓ Right Angles – spotting and understanding right angles in shapes and the world around us.
- ✓ Addition and Subtraction Strategies – using informal and mental methods to add and subtract two 3-digit numbers.
- ✓ Additive Relationships – exploring how numbers relate to each other and rearranging equations to make calculations easier.
- ✓ Column Addition and Subtraction – learning formal written methods for adding and subtracting larger numbers.
- ✓ Times Tables – focussing on the 2, 4 and 8 times tables and using them to solve real-life problems.

These skills help children develop strong foundations for problem-solving and reasoning in maths.

Knowledge and Understanding of the World - Geography and History

As historians, they will be learning about the Ancient Egyptians and their civilisation. In this unit, they will explore how one of the world's earliest civilisations began along the River Nile. They will discover how the Upper and Lower Kingdoms united to form the powerful Old Kingdom of Ancient Egypt.

Pupils will compare life in Ancient Egypt with the Neolithic period in Britain, investigating what was happening at the same time and how these two civilisations differed. They will then delve into Egyptian beliefs, learning about gods and goddesses, the afterlife and the incredible process of mummification. The unit also uncovers how the pyramids were built and asks the big question: Who was the greatest pharaoh in Egypt's history?

Knowledge and Understanding of the World – Science

As scientists, they will be learning about plants. They will be able to identify and describe the function of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They will explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. They will investigate the way in which water is transported within plants and explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

They will also be learning about animals including humans. They will identify that animals need the right types and amount of nutrition and that they cannot make their own food. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Creative Development

As artists, they will be making Egyptian masks, using decoupage as a technique. They will be able to talk about 3D art works in terms of form, texture and pattern and colour; use a sketchbook to support their 3D work, e.g. by making sketches and gathering ideas. They will also be looking at the art of Giuseppe Arcimboldo and recreating his techniques through a variety of media and collage by manipulating materials using tearing, pleating, crumpling and folding techniques to create different collage textures.

In Design Technology, they will focus on:

Mechanisms: Levers & Linkages – Bee Book

This unit introduces pupils to simple mechanical systems using levers and linkages. They will explore how these mechanisms create movement and apply their understanding to design and make a moving picture book themed around bees. They will learn how pivots, levers and linkages work together to produce motion, developing both creativity and technical skills.

Shell Structures: Ancient Egyptian Canopic Jar

In this project, they will investigate shell structures and their strength. They will research Ancient Egyptian burial traditions and use this knowledge to design and construct a model Canopic Jar. Through planning, measuring and assembling - they will develop practical skills while considering aesthetics and historical accuracy.

As musicians this term, they will use their voices as instruments to create simple soundscapes and develop solo singing through songs such as The Losing Things Song. They will listen to music carefully, describing pitch and melody in their own words.

Building on this, pupils will learn to represent melodies from songs like Healthy Heart and Un, Deux, Trois using creative forms of graphic notation, including dots, coins and pipe cleaners. As the term progresses, the class will explore the pentatonic scale, singing songs and working in small groups to compose and improvise simple melodies.

Finally, they will listen to and compare different versions of pieces such as March of the Trolls by Grieg and There's No Business Like Show Business by Irving Berlin, discovering how music can be arranged for various instruments and voices.

Physical Development

This term they will be looking at Gymnastics, Dance and Outdoor Adventurous Activities.

In gymnastics they will be focussing on shapes, rolls, balances and jumps. They will learn the correct techniques and how to perform these safely both on the floor and on the gymnastics equipment. They will also be looking to create mini routines to show what they have learnt and their understanding.

In dance they will be looking to follow a set routine using 3 different dance genres. They will then begin to choreograph their own routines in small groups using one or all of the genres they have learnt.

In OAA they will begin to look at basic map reading skills, orienteering and team work. They will start to develop the skills they need to be a good leader and a good team member.

RE / PSHE

The focus for this term is: "What do Hindu people believe about Dharma, Deity and Atman?" They will look at the story of Rama in the Hindu book: The Ramayana. They will look at Dharma, Divali and the Avatars Rama and Krishna. They will also find out about other Hindu deities. They will look at worship in the Hindu home and in the Mandir. They will be encouraged to participate in discussions and they will be encouraged to ask questions.

In PSHE lessons, they will be focussing on our school values of Respect and Forgiveness. They will also cover the following topics: Why does Money Matter?, Being Safe and Online Safety and Awareness. During Safety Week, they will learn how to stay safe in a variety of situations, both in the real world and online. Under the umbrellas of 'Being Safe' and 'Online Safety and Awareness', they will explore important themes to help them make sensible choices and manage risks.

Topics include:

- ✓ Water Safety- What dangers can water hide and why is cold water shock dangerous?
- ✓ Why is smoking harmful and how can we avoid it?
- ✓ Managing Risks and Hazards: To understand that some risks are acceptable and how to make safe choices.

✓ Safe Relationships – understanding the importance of boundaries and safe touch. They will also take part in online safety activities, focussing on how to build positive online relationships, manage information responsibly, building a positive online reputation and how to protect their self-image and identity.

Computing

As computer experts this term, Year 3 will explore exciting digital skills and creative projects:

- ✓ Creating Media: Desktop Publishing – They will learn how to design documents by modifying text, images, and page layouts for a specific purpose, such as posters or leaflets.
- ✓ STEM Project: Stop Frame Animation – Using technology to create short animations by sequencing images, developing creativity and problem-solving skills.
- ✓ Data and Information: Branching Databases – Building and using branching databases to group objects using yes/no questions, helping children understand how information can be organised and searched.
- ✓ Office Skills Progression – Developing presentation skills using PowerPoint and Google Slides, learning key vocabulary such as: .ppt, file extension, view, insert, internal, blank, transition, slides, aspect ratio
- ✓ Key concept: Sequencing – understanding the order of steps when creating digital content.

These activities help children become confident, creative and safe users of technology.

French

In French the emphasis is on speaking and listening as we continue to explore new language structures and sounds with more written tasks as we focus on similarities and differences between English and French. We will build on prior knowledge to master French phonics and sounds, consider masculine and feminine nouns and start to consider adjectives.

We will apply all our learning as we find out about France and what it is like to join in with their celebrations of Épiphanie - La Fête des Rois, Mardi Gras and Easter. French Phonics will continue to be our main focus. Year 3 will continue to use their learning about masculine, feminine and plural nouns within the context of “Les Animaux”.

Homework

Weekly spellings, SPaG and maths homework will be set alongside a half termly topic homework menu which will consist of a bank of activities. These activities will vary from design and technology, art, maths, science, English or computing. An online safety and school values task will also be included. Children should complete at least two tasks. The purpose of this is to immerse the children within the topic and to give them a varied homework diet to showcase different talents. If your child is very proud of their work, they are welcome to bring it in for a show and tell, or to contribute to the class topic display.

It is essential that your child reads as much as possible. This doesn't always have to be your child's reading book; it is just as beneficial for your child to read a wider variety of fiction and non-fiction. Please ensure your child's reading record is completed.