



**Year 3 Spring Term 2  
Curriculum Overview**

**Whole School Theme: Systems and Structures**  
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**Enquiry question: How do signs and symbols facilitate local and global communication?**

<u>Skills</u>		
<b>Research</b>	<b>Communication</b>	<b>Self-Management</b>
Formulating questions, Observing, Planning, collecting data, recording data, organising data, interpreting data, presenting findings,	Listening, Speaking, Reading, Writing, Viewing, Presenting, Non-verbal communication, Digital understanding	Gross motor skills, Fine motor skills, Spatial awareness, Organisation, Time management, Safety, Healthy Lifestyle, Behaviour, Informed choices, Work ethic
<b>Social</b>	<b>Critical Thinking</b>	
Accepting responsibility, Group decision making, adopting a variety of group roles, respecting others, resolving conflict, Cooperating and collaborating, Social and environmental responsibility, Global awareness, Leadership, Developing entrepreneurship	Knowledge acquisition, Comprehension, Application, Analysis, Synthesis, Evaluation, Didactical thought, Metacognition	

<b>Maths</b>	<b>English</b>	<b>Science</b>	<b>History</b>
Pupils will continue to practise times tables facts; aiming for quick recall of all facts up to 12 x 12 <b>Fractions</b> Recognising and calculating unit and non-unit fractions. Compare and order fractions with the same denominator, including ordering fractions on a number line. <b>Measures</b> Using a ruler to accurately measure and draw to the nearest cm and mm.	Pupils will continue with weekly comprehensions and will also refocus on handwriting and spelling, with weekly practise of both. Our main unit of study will be 'Traditional Tales' (otherwise known as fairy tales) Pupils will recall and retell popular traditional tales and understand the language and textual features of this genre. They will consider alternative endings to a well-known story.	Our unit of study this term is light and shadow. Wherever possible, we will use practical activities and investigations to find out and demonstrate the science of light and shadows. <b>Please see resource list at the bottom of this table.</b> Most of the resources needed are every day items that you might find around the home, but it would be really useful to ensure that pupils have these to hand in order to carry out each investigation.	Pupils will learn about Ancient Egyptian civilisation. They will understand that the Ancient Egyptians used different signs and symbols to communicate and will look at the Rosetta Stone. They will learn about hieroglyphics and create their own signs and symbols as a means of communication.

<p>Comparing and ordering lengths measured in cm and mm. Add and subtract lengths using mixed units.</p> <p><b>Number</b> Develop formal written and mental methods for addition and subtraction. Solve problems involving money.</p> <p><b>Statistics</b> Draw and interpret tables and tally charts. Draw and interpret pictograms. Draw and interpret bar charts.</p>	<p>The end point of this unit will be to write their own fairy tales using the common language features.</p>	<p>Pupils will demonstrate their growing understanding of light and shadows by designing and creating their own puppet theatre.</p>	<p>Pupils will consider and compare how signs and symbols in Ancient Egypt were similar to or different from those we use today. They will learn about other important aspects of Ancient Egyptian civilisation including: everyday life; mummies; Tutankhamun; Gods and religion and their beliefs about the afterlife.</p>
<b>Geography</b>	<b>Computer Science</b>	<b>Music and Drama</b>	<b>PE and Swimming</b>
<p>Pupils will identify and locate continents of the world. They will locate Egypt and its surrounding countries.</p>	<p>Linked to the theme 'Systems and Structures, Year 3 will be learning about computer systems and how they work.</p> <p>They will be learning about the different parts of a computer and what each part does.</p> <p>They will also learn about the internet and how it works.</p> <p>We will complete an interactive PowerPoint to demonstrate our knowledge.</p>	<p>Songs from Around the World- exploring music, song and dance from different countries from around the world.</p> <p>Telling a story through freeze frames! Exploring how facial expressions and actions can tell a story without the use of words.</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They need to show communication, collaboration and compete with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>
<b>French</b>	<b>PSHEE</b>	<b>Art and Design</b>	<b>Useful resources</b>
<p>This term's unit is 'Boucle d'Or et les trois ours' (Goldilocks and the three bears) Pupils will first listen to the story in English. They will then listen to story in French. Aim of the unit:</p>	<p>4 fundamental British values:</p> <ol style="list-style-type: none"> <li>1. Democracy</li> <li>2. Rule of law</li> <li>3. Respect and Tolerance</li> <li>4. Individual liberty.</li> </ol> <p>Pupils will consider what each value is about and how it relates to them personally and within the school community.</p>	<p>Create characters and settings for puppet theatre. Using 3D modelling materials to make pots and jewellery based on Ancient Egyptian art. Study signs and symbols used in Ancient Egypt.</p>	<p>For Science: Large cardboard box. Smaller cardboard box. Torch, plain white card. (magnifying lenses would also be useful) Small squares of card in different colours, small portable mirror, small samples of fluorescent/reflective material. Sticky tape, For Art:</p>

<p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"><li>• Not only sit and listen attentively to the story as in year one but to recognise, understand and remember more of the new language.</li><li>• Increase their memory potential in French by using picture cards, word cards and phrase cards in French.</li><li>• Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases.</li><li>• Attempt to spell in French.</li></ul>			<p>A set of paints with at least 3 different brushes (including one with a fine tip) Modelling material (salt dough/ clay) <b>I will post required materials on Teams each week.</b></p>
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