



**Year 3 Spring 2023  
Curriculum Overview  
Whole School Theme: Our Planet  
Year 3 Central Inquiry: The destruction of rainforests is harming our planet**

<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>	<b>CONCEPT</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>Conservation</b>  <b>Living ethically</b>

Maths	English	Science	History
<p><b>Number:</b> Number and place value Addition and subtraction Money Multiplication and division Fractions</p> <p><b>Geometry</b> Properties of shapes</p> <p><b>Measures</b> Length and perimeter</p> <p><b>Resources you may need:</b></p> <ul style="list-style-type: none"> <li>• Small counting objects to represent hundreds, tens and ones</li> <li>• £1, 10p and 1p coins</li> </ul>	<p><b>Reading:</b> We will continue to develop reading skills through reading and discussing a range of texts during lesson across the curriculum. World Book Day. Playscripts and reading aloud with expression. In comprehension, we will focus on developing a wider vocabulary, by exploring meanings of words in descriptions and poems. We will begin to use inference skills and justify inferences with evidence from the text.</p> <p><b>Writing and grammar:</b> Pronouns, contractions and conjunctions. We will revise parts of a sentence and begin to explore the use of figurative language. We will write our own description and poem based on the rainforest.</p> <p>Weekly spellings</p>	<p><b>Plants</b> Investigate conditions plants need for growth and health. Work scientifically - including setting up a fair test; making careful observations and recording results; presenting data using graphs and charts and drawing conclusions. recognise and name parts of plant: root, stem, leaf, flower, fruit, seed</p> <p>Classify different foods as either root, stem/shoot, leaf, flower, fruit or seed</p> <p>Set up an experiment to investigate the way in which water is transported within plants</p> <p>Resources you will need:</p> <ul style="list-style-type: none"> <li>• Compost/soil to plant seeds provided</li> <li>• Everyday examples of food plants that include roots, stems, leaves.</li> <li>• Food colouring and celery stems (or similar to show water transport up a stem)</li> <li>• Any materials that could be used to create detailed models of fruit cross section. (paper, fabric dried foods)</li> </ul>	<p>There is no history content this half term</p>
Geography	Computer Science	Music and Drama	PE and Swimming
<p>We will be learning about the rainforest. Where are rainforests of the world? What is the climate like? What are the layers of the rainforest? What plants and animals live</p>	<p><b>PowerPoint / Websites / Internet</b> Understand computer networks, including the internet; how they can provide multiple</p>	<p><b>Music:</b> To continue with learning about notation and rhythm in the treble clef. To experiment with rounds whilst singing.</p>	<p><b>Basketball</b> How can you keep control of the ball? - Ball awareness</p>

<p>there? Are the rainforests in danger? What can we do to help protect the rainforest? What is Fairtrade?</p> <p><b>As an action for this unit, boys will be asked to think about a commitment they can make to help protect the rainforests. This could include asking parents to buy a fair-trade product. I would appreciate your support with this.</b></p>	<p>services. Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Key Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>- Understanding of networks.</li> <li>- Understanding of what the internet is, how it works and what is it used for.</li> <li>- Understanding internet safety.</li> </ul>	<p><b>Drama:</b> To develop improvisation and spontaneity. To continue to make use of their imagination.</p>	<p>How can you move with the ball? Dribbling - Dominant hand / Non-dominant hand</p> <p>How can you pass and receive the ball in basketball? - Chest &amp; Bounce pass</p> <p>To introduce the set shot - scoring into a net/hoop (BEEF Technique).</p> <p>How can you work as part of a team when you compete in a mini basketball game? - Introduce 3v3 mini basketball or an adapted game. Introduce tip off and key rules</p> <p style="text-align: center;"><b><u>Swimming</u></b></p> <p>Assessment of individuals ability under new swimming levels.</p> <p>To continue to develop stroke proficiency.</p> <p>To identify the dangers associated with water and understand how to act responsibly when playing in or near different water environments. This includes understanding and adhering to national and local water safety advice and being able to use appropriate survival and self-rescue skills.</p>
<b>French</b>	<b>PSHEE</b>	<b>Art and Design</b>	
<p>More on farm animals &amp; asking and saying that you have an animal at home</p> <p>T'choupi prend soin de la planète</p>	<p>Online safety week (week beg. 20<sup>th</sup> Feb)</p> <p><b>HEALTHY ME</b></p> <p>Healthy choices</p>	<p>Observational drawings of rainforest plants and animals. Rainforest landscapes by Henri Rousseau. Rainforest collage based on work of Henri Rousseau.</p>	

<p>Learning some key phrases on how to be green</p> <p>We will study 'Va t'en, Grand Monstre Vert!' (Go Away, Big Green Monster!) again</p> <p>Colours, adjectives &amp; adjectival agreements</p> <p>Parts of the body</p>	<p>Smoking and alcohol</p> <p>Physical and mental health</p> <p>Body confidence</p> <p>Body changes</p> <p>Building self-esteem</p> <p>Keeping calm in difficult situations</p> <p><b>Caring</b> for one another</p>	<p>Rainforest in a box project- collect toilet rolls and shoebox/ small box.</p>	
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