Berkswell Church of England Primary School Curriculum Overview
Year 3 Spring Term – Around the world- Africa

English

Different poetry forms

This poetry unit introduces pupils to a range of different poetry forms, both modern and traditional. The particular forms have been selected to provide pupils with opportunities to explore the focus grammar elements in meaningful and enjoyable contexts. Pupils are introduced to the benefit of using a thesaurus to broaden and enrich their vocabulary. Following reading, modelling and demonstrating, pupils have opportunities to write their own compositions for reading and performance. By the end of the unit pupils will be able to easily recognise and name different poetry forms.

Curricular aims of this unit:

- To introduce pupils to a range of poetry forms
- To encourage pupils to think creatively
- To provide opportunities for pupils to read and write different forms of poetry
- To engage in poetry performance
- To explore using some poetry techniques

Non-fiction unit

The unit focuses on different aspects of non-fiction writing. Pupils are shown different types on non-fiction genres and asked to create their own versions with a focus on Africa and African animals. The pupils are shown the skills to research their own facts, write notes and use the information to create non-fiction texts, including a non-chronological report, a documentary speech and ending with their own non-fiction books.

Curricular aims of this unit:

- To engage with a range of text types
- To retrieve relevant information on specific topics
- To develop speaking and presentation skills
- To read and write for a variety of purposes

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The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
  - Read Year 3-4 Common exception words
  - Use prefixes and suffixes and understand how to add them
  - To spell compound words
  - Spell words that are often misspelt
  - Use the first two or three letters of a word to check its spelling in a dictionary.

- **Grammar and Punctuation**
  - Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - Use the present perfect form of verbs in contrast to the past tense
  - Use conjunctions, adverbs and prepositions to express time and cause
  - Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]
  - Use and understand the grammatical terminology in English

- **Handwriting**
  - Use the diagonal and horizontal strokes that are needed to join letters.
  - Increase the legibility, consistency and quality of handwriting for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

BREAK (Berkswell Reads for Enjoyment and Knowledge) The Boy Who Biked the World Part 1 – On the Road to Africa by Alistair Humphreys.

VIPERS skills: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise

Maths

Number and place value

- Recap counting in multiples of 2, 3, 4, 5 and 8
- Count in multiples of 50.
- Find 100 more and 100 less than a number.
- Represent numbers using number lines and place value charts.
- Read and write numbers to 1000 in words.
- Estimate numbers using different representations.
- Apply place value knowledge to solve problems.

Addition and subtraction

- Add ones to three-digit numbers mentally.
- Subtract ones from three-digit numbers mentally.
- Add tens to three-digit numbers mentally.
- Subtract tens from three-digit numbers mentally.
- Add hundreds to three-digit numbers mentally
- Subtract hundreds from three-digit numbers mentally
- Use column addition without exchange using the expanded method.
- Use column subtraction without exchange using the expanded method.
- Estimate answers before calculating.
- Introduce exchanging in column addition using the expanded method.

Multiplication and division

- Recall multiplication facts for the 4-times table.
- Recall multiplication facts for the 8-times table.
- Use related division facts.
- Multiply a two-digit number by a one-digit number using practical methods.
- Solve multiplication calculations mentally.
- Apply multiplication and division in real-life contexts.

Measures

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- Measure capacity using litres and millilitres.
- Compare and order measurements.
- Add measurements.
- Subtract measurements.
- Select appropriate units independently.
- Solve measure problems involving all units.

- Tell the time to the nearest minute.
- Use a.m. and p.m.
- Calculate time intervals.
- Solve problems involving duration.
- Understand years and leap years.
- Solve multi-step time problems.

Geometry

- Identify and describe 2D shapes
- Identify and describe 3D shapes
- Recognise 3D shapes in different orientations.

- Understand angles as turns.
- Identify right angles.
- Compare angles with a right angle.
- Recognise angles greater than a right angle and less than a right angle.
- Identify and draw horizontal, vertical, diagonal, perpendicular and parallel lines.

Science

Animals

Pupils look at human dietary requirements and begin to identify different food types and their different uses in the body.

Key Concepts

- Identify that animals, including humans, need the right types of nutrition and they cannot make their own food; they get nutrition from what they eat
- To know the amount of nutrition needed to make a balanced diet
- That food of the wrong type or too much food makes animals unhealthy

Working Scientifically

- Ask relevant questions and using different types of enquires to answer them
- Gather, record, classify and present data in a variety of ways
- Use straightforward scientific evidence to answer questions and support their findings

Plants

Pupils will carry out an investigation of the factors that affect the growth of plants, observing and measuring their plants for the course of the unit. They will learn about the main functions of the different parts of a plant and will study the life cycle of a flowering plant, including studying the structure of a flower and the different methods of seed dispersal.

Key concepts

- That the different parts of a plant all have a function in keeping the plant healthy
- That plants have a life cycle consisting of germination, growth, flowering, pollination, seed production and seed dispersal

Working scientifically

- Set up simple practical enquiries, comparative and fair tests
- Make systematic and careful observations and, take accurate measurements using standard units, using a range of equipment,
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts,and tables
- reporting on findings from enquiries, including oral and written explanations, displays orpresentations of results and conclusions
- Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions
- Use straightforward scientific evidence to answer questions or to support their findings.

Computing

Powerpoint presentation

In this unit children will learn:

- To learn how to open PowerPoint, add text and change how it looks.
- To learn how to add slides, change slide designs and insert pictures into a presentation.
- To add animations to pictures and text, and transitions between slides.
- To create an effective presentation.
- To complete and present a slideshow to an audience.

The pupils will be using these new skills to create a powerpoint presentation about an African country or animal to present to the class.

E-mail

In this unit children will learn:

• To think about different methods of communication.
• To open and respond to an email using an address book.
• To learn how to use email safely.
• To add an attachment to an email.
• To explore a simulated email scenario

The pupils will be using these new skills to e-mail different people linked to our topic work.

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying

Geography

World geography

Pupils will be reminded about the 7 continents and 5 oceans of the world. We will look at the different biomes found around the world and consider the climate of different countries.

Physical geography- Africa

Pupils will extend their knowledge and understanding to focus on the continent of Africa. This will include the location and characteristics of a range of Africa's most significant human and physical features. This will include looking at: savannahs, mountains, deserts, rainforests.

We will spend some time focusing on specific countries and the different cultures found within these countries. Pupils will then consider similarities and differences of the lives of people within these different countries compared to our own.

Music

African drumming-djembe drumming

Pupils will be introduced to the cultural significance of djembe playing in an African society. Pupils will be learning about the different rhythms that can be heard in African music. Some time will be spent learning how to play the drums and percussion instruments. Then the pupils will be practising, performing and evaluating their own African music in small groups.

African folk songs

Pupils will be listening to a variety of songs from different countries throughout Africa. Pupils will be learning to sing some of the songs and add musical accompaniment. The pupils will play orchestral instruments to create an ensemble that engages the audience. The pupils will then create their own musical composition that tells an African story. This will be performed and evaluated for the end of unit dance production.

Religious Education

How are religion and worldviews shaped and expressed through art and architecture?

In this unit pupils will learn that religion and worldviews can be expressed through creative endeavours, such as art, dance, music and architecture. Religious art and architecture can also shape worldviews as they are lived out, through encouraging individuals and communities to respond to different beliefs, ideas and concepts from religious traditions
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SALVATION - Why do Christians call the day Jesus died 'Good Friday'?

For Christians, Palm Sunday, Good Friday and Easter Sunday are times to remember the joy, sadness and despair, and hope felt by the followers of Jesus, and by Jesus himself. In this unit pupils will retell the events of 'Holy Week' including The Last Supper, and understand the different emotions experienced.

Art

African patterns

Pupils will study a variety of African patterns, exploring how repeated shapes, bold lines and symbolic colours are used in traditional textiles and artwork. They will experiment with creating their own patterns through drawing, printing and colour work, developing an understanding of how designs can represent identity, community and cultural stories.

Weaving

Pupils will be looking at various examples of African patterns and clothing designs. Time will be spent on looking at the shape, pattern, size and the importance of colour and symbols to represent the characters of people. The pupils will then design their own Kente cloth and create it outof paper with various embellishments.

Design Technology

African stew

Pupils will look at different African foods, including vegetables and spices. Food will be tasted and described using a range of sensory vocabulary. The pupils will then design their own African stew, which they will then cook and evaluate.

Physical Education

Olympic Dance

- Collaborate to make a dance warm up
- Use a stimulus to create a dance
- Dance in unison with a partner
- Perform in canon with a group
- Use some different levels and pathways

Athletics

- Chest push using correct stance
- Jumping bending knees, use arms for distance
- Speed bounce develop control over a mat
- 5 strides- co-ordinating steps with arms
- Vertical jump – standing side on, jumping up to target, bending your knees

PSD

PSHE- The Jigsaw Approach

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups working on the same theme (Puzzle) at the same time.

The pupils will cover two themes (puzzles) this term:

Dreams and Goals:
This theme (puzzle) aims to help pupils think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via team work skills and tasks. There is also a focus on enterprise and fundraising.

Healthy Me:
This theme (puzzle) covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, medicines and being safe) in order for pupils to learn that health is a very broad topic.

French

Pupils will explore the theme of:
Food Glorious Food

- Food (healthy and unhealthy)
- Fruit and vegetables
- La Chenille qui fait des Trous (The Very Hungry Caterpillar)
- Le Chien Tres Gourmand (The Very Greedy Dog)
- Easter Celebrations in France

Pupils will develop their basic skills in listening, speaking, reading, writing and grammar

Fitness

- Can show determination to improve my PB at one station.
- Can support my own body weight at each station.
- Can balance using my preferred and non-preferred leg.
- Can stay balanced when I move quickly.

Basketball

- Can bounce the ball with some control using one hand
- Can dribble the ball with some control using one hand
- Can step forward with one foot when making a pass
- Can perform a stride stop with some control
- Can bend my knees and aim at the target



