

# Year 3 Spring 2: Keeping it local

## Curriculum connections

### English

3

Write an adventure story based on our reading spine book, Gangsta Granny.  
Use suspense tools.  
Use noun phrases to start and within sentences.  
Know how to use dialogue effectively, punctuated correctly.  
Apply adverbials of time.  
Use alliteration.  
Write an explanation text.  
Write in the present tense.  
Use headings.  
Use causal conjunctions.  
Start sentences using subordinating conjunctions.  
Use formal language.  
Use generalisers.  
Learn age appropriate spelling rules.



### Maths

3

Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.  
Solve problems, including missing number problems.  
Interpret and present data.  
Tell and write the time from an analogue clock including using Roman numerals from 1 to 12 and 12 and 24 hour clocks.  
Measure, compare, add and subtract, lengths, mass, volume/capacity.  
Measure the perimeter of simple 2D shapes.  
Identify angles and recognise parallel and perpendicular lines in shapes

### Geography

3

Read four figure grid references on an ordnance survey map.  
Use and identify the symbols and key on maps.  
Use maps from the past to identify how the local area has changed over time.

2

Learn how baseplate compasses can be used for navigation and orientation.  
Begin to create a sketch map that includes a simple route within the local area.  
Compare and contrast a variety of maps and aerial photographs.

3

### D&T

#### Food

Generate and clarify ideas to develop design criteria for a particular user and purposes.  
Use appropriate information to develop ideas.  
Plan the main stages of a recipe.  
Select and use appropriate utensils and equipment to prepare and combine ingredients.  
Carry out and record sensory evaluations using graphs.  
Know how to use appropriate equipment and utensils to prepare and combine food.

3



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### Science

2

Identify the important things that need to be considered in order to survive.

Classify food and understand a balanced diet.

Identify the different parts of the skeleton and know their functions.

1

Identify different muscles in the body and understand what they do.

Make observations and collect evidence about our changing world over time.

Identify how trees and plants change as part of a seasonal cycle..

### RE

2

#### Christianity

Understand that for most Christians, prayer is talking to God.

Know that there were some people who did a lot to make the bible available to other people.

Learn about the importance of Palm Sunday.

Investigate the festival of Maundy Thursday and Easter.

### Computing

#### Digital literacy

Develop digital video skills, creating book trailers.

Learn to create a storyboard.

Identify key events within a book.

Frame and film shots.

Edit a film, adding effects such as transitions, music, voice and text.

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### PE

#### **Gymnastics**

Stretching and curling

#### **Invasion games**

Develop knowledge and skills related to hockey.

Learn to create space.

### Music

Music appreciation delivered through music assemblies.

1

### PSHE

#### **Celebrating difference**

Understand that everybody's family is different and important to them.

Understand that differences and conflicts sometimes happen amongst family members.

Know what it means to be a witness to bullying, and know that a witness can make the situation better or worse depending on their actions.

Recognising words that are used in hurtful ways, and understanding when their own words might have had a consequence on others.

2

### Spanish

Know and use vocabulary related to food and drinks.

Look at a day menu and breakfast.

Know how to order food in a Spanish restaurant.

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### Supporting children after school closure

This half term, the content in the curriculum map may be delivered through face-to-face lessons and/or remote learning on the Google Classroom, depending on pupil circumstance.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered, through the teaching of PSHE using the JIGSAW curriculum and circle times, to acknowledge pupils' experiences during school closure, address possible concerns and support the rebuilding of relationships and social engagement.

Effective assessment for learning will ensure pupils make accelerated progress, particularly the most disadvantaged, and we will continue to build on our successes through the National Tutoring Programme (NTP). This programme provides additional support to schools to help pupils whose education has been most affected by school closures and to provide a longer-term contribution to pupil's overall attainment.