

Parent Curriculum Overview - Spring Term 2025

Year 3 - Mr Boxall

Reading

In English we will be reading and studying 'The Iron Man' by Ted Hughes and 'This Morning I Met a Whale' by Michael Morpurgo.

We will develop our reading fluency and practice adding intonation when reading.

We will deepen our skills of retrieval and inference and will continue to summarise the main points of a selection of text.

Knowledge:

- Identify themes and conventions in a wide range of books
- Draw main ideas from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Discuss words and phrases that capture the reader's interest and imagination
- Ask questions to improve understanding
- Draw inferences from the text and justify with evidence

Skills:

- Ask questions to improve their understanding of a text
- Draw inference about character's feeling, thoughts and motives from their actions, supporting this with evidence from the text
- Make predictions
- Use information from the text to answer retrieval questions
- Know the meaning of a wider range of vocabulary
- Identify the words and phrases used by an author to create atmosphere and engage the reader
- Identify the key features of an information text
- Use features of an information text to find information
- Know how key features of an information text support the reader
- Summarise main ideas from more than one paragraph
- Identify themes and conventions across a wide range of books
- Use a dictionary to find the meaning of unknown words

Writing

In English, we will be studying the texts 'Stone Age Boy' by Satoshi Kitamura and 'Big Blue Whale' by Nicola Davies. We will write a historical narrative from the point of view of the boy in 'Stone Age Boy' and a persuasive information text about protecting whales.

Knowledge:

- How to write a sequence of events
- How to group related ideas into paragraphs
- How to create dialogue between characters
- How to use 3rd and 1st person consistently
- How to use tenses appropriately
- How to use persuasive language
- How to use 2nd /3rd person to talk directly to the reader
- How to select organisational features of an information article
- How to proof read their work for spelling, punctuation, grammar and vocabulary
- How to assess the effectiveness of own and other's writing

Skills:

- Write a historical narrative
- Write in paragraphs
- Use dialogue between characters
- Use 3rd and 1st person consistently
- Use tenses correctly and consistently
- Use persuasive language
- Use 2nd/3rd person to talk directly to the reader
- Write an informative article using an opening statement, sub-headings and a closing statement
- Self-edit work to improve spelling, punctuation, grammar and vocabulary
- Evaluate their own or other's writing

Grammar Spelling and Punctuation

Through our focus texts, we will continue to consolidate and expand our grammar, spelling and punctuation skills, applying these within our writing.

Knowledge:

- How to use:
- Conjunctions, adverbs and prepositions to express time, place and cause
 - Form nouns with a range of prefixes
 - Direct speech
 - Paragraphs
 - Tenses correctly and consistently
 - A range of subordinating and co-coordinating conjunctions

Skills:

- Use conjunctions, adverbs and prepositions to express time and cause
- Mark direct speech using inverted commas correctly
- Punctuate direct speech
- Use a range of dialogue words
- Start a new line when someone new is talking
- Group ideas into paragraphs independently
- Apply rules for adding prefixes to root words
- Use a range of conjunctions in writing
- Choose and maintain the correct tense when writing

Mathematics

We will look at Number (place value, addition and subtraction, multiplication and division), Fractions, Geometry (properties of 2D shapes), Measurement (money and length) and Statistics.

Knowledge:

- Recognise the place value of a 3-digit number
- Compare and order 3-digit numbers
- Read and write numbers to 1000 in numerals and words
- Solve problems, including missing number problems using number facts, place value and addition and subtraction

Skills:

- Identify hundreds, tens and ones in a 3-digit number; use this knowledge to order and compare numbers to 1000 and read and write these in numerals and words
- Apply place value knowledge to mentally add and subtract ones, tens and hundreds to and from 3-digit numbers

<ul style="list-style-type: none"> ▪ Add and subtract amounts of money to give change using both £ and p ▪ Draw 2D shapes and describe them ▪ Recall and use multiplication and division facts for 3, 4 and 8 times tables ▪ Count in multiples of 4 and 8 from 0 ▪ Recognise, find and write fractions of a set of objects ▪ Recognise and use fractions as numbers ▪ Compare and order unit fractions ▪ Measure, compare, add and subtract lengths (m, cm, mm) ▪ Add and subtract mentally a 3-digit number and ones/tens/hundreds ▪ Add and subtract up to 3 digits using column addition/subtraction ▪ Interpret and present data using bar charts, pictograms and tables ▪ Solve one-and two step problems using information represented in bar charts, pictograms and tables ▪ Count from 0 in multiples of 50 and 100 	<ul style="list-style-type: none"> ▪ Use column addition and subtraction to add and subtract 3-digit numbers ▪ Use the inverse operation to check their answer when adding or subtracting ▪ Add amounts of money and subtract to find change ▪ Draw and name 2D shapes ▪ Make shapes that match a given property ▪ Describe the properties of a 2D shape ▪ Answer multiplication and division questions by recalling the 3, 4 and 8 times tables ▪ Use knowledge of multiplication tables, money, place value, number facts to solve problems and reason mathematically ▪ Identify unit and non-unit fractions of a set of objects ▪ Use their knowledge of fractions to compare and order unit fractions and fractions with the same denominator ▪ Use a ruler to draw lines to the nearest cm/mm ▪ Use rulers to measure and compare lengths including mixed units ▪ Answer questions about bar charts, pictograms, tables ▪ Present data in tables/pictograms/bar charts
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Science

During the first half term, we will be studying rocks, fossils and soil: identify different rocks and their uses, grouping and comparing them and learning how soil and fossils are formed. In the second half term, we will carry out a range of investigations to develop our skills of working scientifically.

Knowledge:	Skills:
<p>How to:</p> <ul style="list-style-type: none"> ▪ identify naturally occurring rocks and explore their uses ▪ group rocks according to their properties ▪ explore soil and how it is formed ▪ explore what fossils are and how they are formed ▪ identify fossilised remains ▪ ask relevant questions, using different types of scientific enquiries to answer them ▪ set up simple practical enquiries, comparative and fair tests ▪ make systematic and careful observations ▪ gather, record, classify and present data in a variety of ways to help in answering questions ▪ record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ report findings from enquiries, including oral and written explanations ▪ use results to draw simple conclusions ▪ use straightforward scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> ▪ Recognise and identify common types of rocks. ▪ Understand and explain the different uses and purposes of rocks. ▪ Compare and classify rocks based on their appearance. ▪ Learn how fossils are formed. ▪ Understand the process of soil formation. ▪ Identify fossilized remains and understand their significance. ▪ Conduct simple scientific investigations, including performing a fair test to answer questions. ▪ Learn what makes a scientific test fair. ▪ Observe carefully and record findings using drawings, tables, labeled diagrams, and bar charts. ▪ Discuss the results of investigations and draw basic conclusions using scientific evidence. ▪ Ask scientific questions to guide exploration and investigation.

History (second half term)

We will explore how life changed from the Stone Age to Iron Age, using evidence like tools to understand the past. We'll learn about trade, technologies, and what we know and don't about history. We will decide which period we would like to live in and why.

Knowledge:	Skills:
<ul style="list-style-type: none"> ▪ Understand that prehistory happened a long time ago, before written history. ▪ Place AD (after Jesus) and BC (before Jesus) correctly on a timeline. ▪ Know what we can be certain about and what is just a possibility from archaeological evidence. ▪ Explain the limits of archaeological evidence and how it can be hard to fully understand. ▪ Use objects like tools to guess about the life of the Amesbury Archer. ▪ Recognise that there are things we don't know about the Bronze Age because of missing evidence. 	<ul style="list-style-type: none"> ▪ Read and understand timelines to put events in the right order. ▪ Use evidence from the past and making smart guesses about what happened. ▪ Think critically to tell what we know for sure and what we can only guess based on evidence. ▪ Explain the limits of what we know from history and why some things are hard to understand. ▪ Use objects from the past to figure out what life was like for people back then. ▪ Recognise when we don't have enough information and understand what's missing.

<ul style="list-style-type: none"> Explain how bronze was better than stone for tools and how it changed farming. Learn how trade grew during the Iron Age and why coins were needed. Spot differences and similarities between the Neolithic and Iron Age periods. Explain which period we would prefer to live in and give reasons why. 	<ul style="list-style-type: none"> Understand how new tools, like bronze, changed how people lived and worked. Identify why trade was important and how it helped people in history. Compare different time periods and see what stayed the same and what changed. Make decisions about which period you'd like to live in and explain why with reasons.
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Geography (First half of Spring term)

We will explore the unique environment of Antarctica, learning about its weather, landscapes, and the people who visit or live there. We will also develop important map-reading and navigation skills, compare different regions, and understand how seasons and climate affect life around the world.

<p>Knowledge:</p> <ul style="list-style-type: none"> Lines of latitude and how they help us locate places on Earth. Why different seasons happen in each hemisphere. Understand the weather, landscape, and physical features of Antarctica. Locate Antarctica using an atlas, globe, and digital maps. Understand who visits and lives in Antarctica and how people adapt to its polar climate. Understand the scientific work done in Antarctica and why it's important. Discover who Ernest Shackleton was and what made his Antarctic journey special. How to identify features on maps, and giving directions using compass points. How Antarctica is similar to and different from the UK. Think about what makes an expedition successful. 	<p>Skills:</p> <ul style="list-style-type: none"> Learn to use an atlas, globe, and digital maps to locate places like Antarctica. Develop the ability to use four-figure grid references and compass points to plot and follow routes. Identify lines of latitude and understand their importance in locating places on Earth. Explain why seasons differ across hemispheres. Compare human and physical features of Antarctica with those of the UK. Describe the weather, landscapes, and physical features of Antarctica. Understand and explain how humans adapt to extreme environments like polar climates. Learn about historical figures like Shackleton and evaluate their expeditions. Evaluate and reflect on the success and challenges of expeditions. Understand the purpose and types of scientific research conducted in Antarctica.
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Art

We will learn how to create prehistoric-style artwork by simplifying complex shapes, enlarging designs, and using natural materials like charcoal and pigments. We will experiment with textures, handprints, and proportions to understand early human techniques and develop our own creative skills.

<p>Knowledge:</p> <ul style="list-style-type: none"> Learn materials and techniques used by early humans, including the use of natural pigments, animal fat, and simple tools like brushes made from hair or plant fibres. Gain insight into the rough time periods when prehistoric art was created. Learn how to break down complex figures into basic shapes, such as circles and lines, as early artists did when creating simple representations of animals and humans. Develop the ability to enlarge a small sketch into a larger piece, mimicking how cave paintings were often done on large rock surfaces. Practice using charcoal to emulate the texture and style of prehistoric cave artists, who often used charcoal and ochre to create their images on cave walls. Gain an understanding of how prehistoric artists mixed minerals, plant materials, and other natural substances to create their paint, learning to replicate these techniques today. Explore the key differences between the materials used in prehistoric art (natural pigments) and modern synthetic paints, examining their durability, availability, and application methods. 	<p>Skills:</p> <ul style="list-style-type: none"> Break complex figures into basic shapes for easier drawing. Enlarge small designs accurately while keeping proportions. Use charcoal to create texture, shading, and details like cave art. Mix natural materials to create different colours. Choose and using simple tools like brushes or hands for painting. Make positive and negative handprints with natural pigments. Understand how early humans used available materials to make art. Experiment with textures to match uneven surfaces like cave walls. Create accurate depictions, focusing on proportions and symmetry. Be creative while trying out different colours, textures, and shapes.
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<ul style="list-style-type: none"> ▪ Learn how to select appropriate tools, such as brushes or hands, and natural materials to accurately recreate the features of prehistoric art, while experimenting with textures and colours. ▪ Practice making positive and negative handprints, a common feature in prehistoric art, using different colours to understand the symbolism and techniques behind this method. ▪ Build knowledge of colour mixing to replicate natural colours, such as reds, yellows, and browns, commonly used in prehistoric art, by combining different earth pigments and binders. 	
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Design and Technology

We will learn how the digital revolution has changed technology and explore how to use the virtual micro:bit to create interactive projects. We will develop skills in writing programs, debugging code, designing wearable products, using CAD tools, and evaluating our designs through feedback.

<p>Knowledge:</p>	<p>Skills:</p>
<ul style="list-style-type: none"> ▪ Learn about the digital revolution and how things like computers, the internet, and smartphones changed the world. ▪ Explore what a virtual micro:bit can do, like controlling lights and buttons for fun projects. ▪ Write a program to make our virtual micro:bit show a flashing light or another pattern when we press a button. ▪ Find and fix errors in our code by comparing it with a working example. ▪ Explain what our program does, like how the flashing light works when we press a button. ▪ Think of ideas for how to attach our micro:bit project to a user safely and comfortably. ▪ Draw a diagram to show how our product is worn and how it works. ▪ Learn what a point of sale display is, like a store display showing product details or ads. ▪ Use CAD tools to design shapes and add text and bright colours to make our project look great. ▪ Test our design with a group of people and use their feedback to make it better. 	<ul style="list-style-type: none"> ▪ Understanding technology and the digital revolution. ▪ Using the virtual micro:bit. ▪ Writing and testing programs. ▪ Debugging code. ▪ Explaining program functionality. ▪ Designing wearable products. ▪ Creating annotated diagrams. ▪ Understanding point of sale displays. ▪ Using CAD tools for design. ▪ Evaluating designs and gathering feedback.

Religion and Worldviews

Continuing the new Coventry and Warwickshire syllabus, we will be exploring how religion and worldviews are shaped and expressed through art and architecture.

<p>Knowledge:</p>	<p>Skills:</p>
<ul style="list-style-type: none"> ▪ Icons are of great importance for many Orthodox and some other denominations of Christians and are venerated in a variety of ways. ▪ The art and architecture of Coventry Cathedral represents three important beliefs for most of those with Christian worldviews: incarnation, salvation and reconciliation. ▪ Islamic art does not represent God in the same way that Christian artists might do. Only Allah is perfect and can create perfectly, so instead Islamic expressions are represented through calligraphy and geometric patterns. ▪ Dance is important in many religion and worldviews; some religious examples are Navaratri in Sanatan Dharma and the Sufi dance of the whirling dervish. ▪ The Coventry Synagogue is a Jewish place of worship that was built by Jewish migrants (watchmakers) in the city during the Victorian era and is being renovated. ▪ Many people choose to show adherence/belonging to a worldview through symbols, often worn on their body. 	<ul style="list-style-type: none"> ▪ Look carefully at art to see what it shows about the artist's beliefs and ideas. ▪ Explain how art religious buildings can teach us about its culture and history. ▪ Explain what some religious art or buildings mean and why they are important. ▪ Recognise different types of religious art and buildings ▪ Learn why dance is special for people with Hindu or Sufi Islamic beliefs. ▪ Understand how religious places use movement and space. ▪ Understand how buildings make people feel or act in certain ways. ▪ Understand art symbols and how history and the artist's life affect its meaning. ▪ Talk about the messages and beliefs shown in religious art and symbols.

PSHE

In the first half term, we shall look at dreams and goals and learn the 'Clever Never Goes!' rule that we shouldn't go anywhere with anyone, even if we know them, if it hasn't been agreed in advance by a parent or guardian.

During the second half term, we will study the topic 'Healthy Me'.

Knowledge:	Skills:
<ul style="list-style-type: none"> ▪ How to set simple goals ▪ How to achieve a goal ▪ How to work well with a partner ▪ How tackling a challenge can stretch our learning ▪ How to recognise other people's successes and the challenges they may have faced ▪ How exercise affects our body ▪ Why the heart and lungs are such important organs ▪ How the number of calories, fat and sugar taken into the human body can affect a person's health ▪ How drugs can be harmful ▪ How to keep themselves and others safe ▪ The qualities of a good friend ▪ Know the 'Clever Never Goes!' rule 	<ul style="list-style-type: none"> ▪ Recognise other people's achievements in overcoming difficulties ▪ Be responsible for our own learning and use strengths as a learner to achieve challenges ▪ Be motivated and enthusiastic about achieving a new challenge ▪ Break down a goal into small steps ▪ Recognise how other people can help us to achieve our goals ▪ Manage feelings of frustration linked to facing obstacles ▪ Share their success with others ▪ Set ourselves a fitness challenge ▪ Recognise what it feels like to make a healthy choice ▪ Identify how we feel about drugs ▪ Express how being anxious or scared feels ▪ Take responsibility for keeping ourselves and others safe ▪ Display the qualities of a good friend and enjoy healthy friendships ▪ Be able to use the 'Clever Never Goes!' rule

Computing

During our Computing lessons this term we will be learning about emails and databases.

Knowledge:	Skills:
<ul style="list-style-type: none"> ▪ Different methods of communication. ▪ What is an email. ▪ What to do if we receive an email that makes us upset or scared. ▪ What information can be sent in an email. ▪ How to use email safely. ▪ How to sort objects using just 'yes' or 'no' questions. ▪ What a database is. ▪ What a branching database is. ▪ What is meant by data. 	<ul style="list-style-type: none"> ▪ How to open and respond to an email using an address book. ▪ How to add an attachment to an email. ▪ How to explore a simulated email scenario. ▪ To complete a branching database. ▪ To create a branching database of our own choice.

P.E.

During our PE lessons this term we will have fitness and dance. In games lessons we will be learning to play handball and tennis.

Knowledge:	Skills:
<ul style="list-style-type: none"> ▪ How different activities make us feel ▪ How to persevere when we get tired or find a challenge hard ▪ How to support others to persevere ▪ How we can work at our maximum and improve fitness levels ▪ How to create actions in response to a stimulus ▪ How to move in unison with a partner ▪ How to create actions to move in contact with a partner ▪ How to select and link appropriate actions and dynamics to show a dance idea ▪ How to remember, repeat and create actions to represent an idea ▪ The rules of handball ▪ How to defend an opponent to slow them down. ▪ How to find space away from others and near to my goal. ▪ How to throw, catch, dribble and shoot the ball. ▪ Understand our role both as a defender and as an attacker. 	<ul style="list-style-type: none"> ▪ Describe how different activities make us feel ▪ Persevere when tired or find a challenge hard ▪ Support our peers to persevere ▪ Improve our fitness levels; speed, strengthen, co-ordination, agility and balance ▪ Create actions in response to a stimulus ▪ Move in unison with a partner ▪ Create actions to move in contact with a partner ▪ Link chosen actions to represent a dance idea ▪ Repeat, remember and perform a dance phrase ▪ Defend an opponent to slow them down. ▪ Find space away from others and near to our goal. ▪ Provide feedback using key words. ▪ Throw catch, dribble, and shoot the ball. ▪ Working co-operatively with their group to self-manage games. ▪ Provide feedback to others using key words. ▪ Return a ball to a partner.

<ul style="list-style-type: none"> ▪ How to work co-operatively with a group to self-manage games. ▪ The rules of tennis and use them to play fairly. ▪ Understand how to provide feedback using key words. ▪ Understand the aim of the game. ▪ Understand the benefits of exercise. ▪ Understand how to work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> ▪ Use basic racket skills. ▪ Work cooperatively with a group to self-manage games.
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Music

This term we will be exploring at how music makes the world a better place and using our imagination to compose our own melody.

Knowledge:	Skills:
<p>How to:</p> <ul style="list-style-type: none"> ▪ Play a part on a tuned instrument, by ear or from notation. ▪ Play the instrumental part we are comfortable with and swap when appropriate. ▪ Play the right notes with secure rhythms. ▪ Play together with everybody while keeping the beat. ▪ Listen to and follow musical instructions from a leader. ▪ Treat instruments carefully and with respect. ▪ Play their instruments with good posture and technique. 	<ul style="list-style-type: none"> ▪ Use a tuned instrument to play and perform in solo or ensemble contexts with confidence. ▪ Understand some formal, written notation which includes crotchets and their equivalent rests. ▪ Play securely with good levels of accuracy. ▪ Play as part of an ensemble keeping a steady beat. ▪ Follow musical directions as part of an ensemble or as a soloist. ▪ Use instruments respectfully and treat them with care. ▪ Demonstrate good posture when playing our instrument. ▪ Demonstrate a good technique for the instrument we are playing.

French

In French, we will be learning the names of some animals, numbers 11 to 20 and how to ask a growing range of questions in French.

Knowledge:	Skills:
<p>How to say in French:</p> <ul style="list-style-type: none"> ▪ The names of some animals ▪ I like ▪ I dislike ▪ My favourite animal is ▪ Numbers 11 to 20 ▪ My age ▪ How to ask questions 	<ul style="list-style-type: none"> ▪ Count to 20 ▪ Take part in a simple dialogue, asking and answering questions about themselves ▪ Ask how old someone is and say how old they are ▪ Tell someone my favourite animal, animals I like and dislike ▪ Say un/une according to whether an animal is a masculine/feminine noun

Please find below some useful information and dates.

Class Routines

(children to come to school wearing school uniform and bring the following kit on the correct days)

Wednesday:

- PE (outdoor games): trainers, jogging bottoms, t-shirt, jumper.
- Forest School: long trousers, long sleeve top, waterproofs, waterproof coat, hat and gloves.

Friday:

- PE (fitness indoors): trainers, shorts / jogging bottoms, t-shirt.

How you can support

- Make sure your child knows where they are going at the end of the day
- Support and encourage your child to complete their homework
- Sign their homework diaries
- Inform the school office before 9.00am if your child will be absent from school
- Discuss Picture News at home
- Be punctual dropping off and picking up
- Send in your child with a water bottle and a fruit snack for break
- Help support your child to get a good night's sleep

Homework

Homework will include:

- Reading – children should read with an adult **five times a week**.
- Spelling - complete one activity from the grid at the front of their book which they find most useful to them in terms of learning spellings.
- Mental Arithmetic books – complete one page as directed
- Times table practice every day (you could use TT Rock Stars or recite them as an example).

Homework will be set on Monday and is due in the following Monday. Please ensure children have their homework in their book bags on a Monday morning.

Children will record the homework that has been set each week in their homework diaries. They will also make a note of any other important messages or events for that coming week.

Please sign your child's homework diary every week. You are welcome to leave comments or record messages in the given box.

Dates for your diary

- Year 3 Davenport Assembly – Thursday 13th February, 9.00am.
- Year 3 Owen Assembly – Thursday 20th March, 9.00am
- Parents' Evening – Monday 24th February and Monday 3rd March, 3.45pm – 5.45pm (online)
- Open Evening – Monday 7th April, 3.30pm
- Year 3 & 4 Spring Celebration Assembly – Thursday 10th April, 9.00am

(Further dates will be sent via school newsletter / direct email from the school office)

Staying in touch

If you have any questions or query about your child you can contact me by:

- Writing a note in your child's homework diary
- Leave a phone message which will be returned at the end of the school day
- Make an appointment through the school office
- Email the school office (not teacher email)

Please do not use my email or Teams to contact me. Teacher emails and Teams are not intended to be used to communicate with parents as they are not regularly checked and messages might be missed. Teams should only be used when learning remotely. You may wish to phone or email the school office and your message will be passed on and responded to at the end of the school day. Thank you for your understanding.

Mr Boxall