

# Luddendenfoot Academy Curriculum Overview for Spring – Year 3 – We will rock you!

## English

### Reading

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

Reading books that are structured in different ways and reading for a range of purposes

Using dictionaries to check the meaning of words that they have read

Discussing words and phrases that capture the reader's interest and imagination

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

### Writing

Progressively building a varied and rich vocabulary and an increasing range of sentence structures

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure.

### Texts

Stig of the Dump

How to wash a woolly mammoth

There's a pebble in my pocket

### Grammar

Extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, because, although*

Using fronted adverbials

Using commas after fronted adverbials

Using and punctuation and direct speech

## Art & Design

- Make a stone-age necklace/jewellery (natural materials)
- Make our own natural paints
- Stone Age cave art – Look at examples, use sandpaper to recreate our own
- Celtic designs from the Iron Age

## Computing

- To be able to input data into a prepared spreadsheet.
- To be able to sort and search a database to answer simple questions?
- To understand what a branching database is?
- To be able to use a branching database to find information?

## Mathematics

- **Number, Place value,** identify, represent and estimate numbers using different representations solve number problems and practical problems involving these ideas.

- **Addition & Subtraction** estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

- **Measurement** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

### Fractions

recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

compare and order unit fractions with the same denominator

Geometry – properties of shape draw 2-D shapes and make 3-D shapes using modelling materials;

recognise 3-D shapes in different orientations and describe them

recognise angles as a property of shape or a description of a turn

## Design & Technology

- Make clay cooking pots.
- Make plates and tools to eat food
- Cook our own food in the outdoor area over a camp fire.
- Design a milk carton woolly mammoth

## Geography

- Reading maps to identify caves in the UK.
- Name and locate counties and cities of the UK
- Identify human and physical characteristics or area.
- Where did early man come from? How were all the continents linked?

## SMSC and British Values

- Right or wrong issues.
- Is it right to wear fur?
- Is it right to hunt?

## PSHEE

- How did Early Man trade? How do we trade now?
- Where do our families come from? – Melanine trail – Where did our families originate from?

## RRS - TBC

## Science

- Investigate the rock cycle
- Find out about how fossils are formed
- Learn about different layers of soil
- Comparing types of rocks
- Investigation into rocks appearances and properties- vocabulary used to describe rocks, permeable, impermeable.
- How fossils are formed when things that have lived are trapped within rocks.
- Recognising and investigate how soils are made
- Why was flint the best material to use for making spears?

## History

- gain an overview of the major changes from the Stone Age to the Iron Age
- consider how we know about a historical period without written sources
- research what it might have been like to live in Britain during this period.
- understand when and why the Iron age stopped and the Romans took over.

## Trips and visitors

- Blue John Caves
- Melanine trail
- Forest Schools – Field Lane

## Religious Education

- What do creation stories tell u about our world?
- How do the creation stories from different faiths compare?
- How do creation stories help me to recognise my responsibilities to looking