

English

Key text – Escape from Pompeii

By Christina Balit

Recounts, historical stories, newspaper reports

Reading:

A range of appropriate nonfiction texts and online research.

Developing pleasure and motivation to read. Word reading and comprehension skills through class texts and reading sessions and written activities. (Weekly skills building)
Choosing own texts and sustained reading for pleasure.
Dictionary use to check meaning
Understanding the features of non-fiction information texts.

Speaking and Listening:

Discussion and presentation during topic work

Writing Composition – Writing for different purposes, developing stamina, editing and checking work throughout.

Narrative: Planning and write a story using expanded noun phrases.

Nonfiction: Reports and explanation texts linked to topic.

Poetry: write poems, learning poems to recite in small and large groups.

Spelling: Weekly spellings linked to No-Nonsense spellings

Grammar: Linked to the National Curriculum requirements for Year 3

Handwriting: Children join and enhance the

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Key Question: Why is Jesus important to some people?

New testament stories about Jesus



Maths

Multiplication: multiply and divide a two digit number by a single digit

Measure: Use metric measures to measure length and capacity.
Find the perimeter of a shape

Computing –

Graphing

To enter data into a graph and answer questions. • Children can set up a graph with a given number of fields. • Children can enter data for a graph. • Children can produce and share graphs made on the computer.

Science

Rocks,

Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks.
Making systematic and careful observations by examining different types of rocks Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to.
Identifying changes related to simple scientific ideas in the context of theories about fossils
Recognise that soils are made from rocks and organic matter by explaining how soil is formed.

TREMORS

Curriculum Plan –
Spring 1 2023

Year 3
Mrs Riman
Mr Cole

Physical Education
Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity
Gymnastics – using apparatus
Invasion games – handball

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: Invoke a sense of awe and wonder in relation to the vast and explored rainforests of the world and the life that lives there.

Moral dilemmas: Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues around animals.

Social dilemma: Use a range of social skills to participate in the local community and beyond with a focus on animal life.

Cultural: explore how different countries and beliefs look at different animals

Individual liberty: understand how people in different countries would fight to express their views, ideas and freedom.

Tolerance and respect: understand that people can have different beliefs, views and ideas and that people can look different, dress different etc and that we should show respect to everyone.

Design and Technology

Building a volcano Design and plan volcano Make and evaluate volcano

PSHE

Follow Jigsaw scheme: Dreams and goals
Stay motivated when doing something challenging

Geography

Finding out about volcanoes, tsunamis and earthquakes

History

Ancient Rome and Pompeii
Research Pliny the younger.

Music

Provided by Warwickshire Music Services
Charang scheme: Bringing us together

Spanish

- Weather and seasons

Art

Sculpture of people of Pompeii
Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Take turns to pose as the bodies of the inhabitants of Pompeii. Make sketches of the figures in their sketchbooks, using a range of drawing materials as a way of exploring their ideas. Develop their sketches into more detailed drawings, adding realistic detail or use sketches to inform figures made of clay.