

We are a learning community with the spirit to succeed

Holywell Primary School

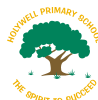
Tolpits Lane, Watford, Herts, WD18 6LL

Tel: 01923 225188 email: admin@holywell.herts.sch.uk

Headteacher: Mr Coert van Straaten

Curriculum map Spring 1 –Year 3

Subject Area	Content
<p>English</p>	<p>Spoken Language:</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults & peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Reading:</p> <ul style="list-style-type: none"> • This term children’s learning will be based around the text ‘Dr Xargle’s Book of Earth Hound’. They will be developing comprehension around the text through questions, drama and making predictions. <p>Writing:</p> <ul style="list-style-type: none"> • Using the texts ‘The Iron Man’ as a stimulus, children will be writing a range of fiction, non-fiction and poetry such as story writing. <p>Spelling, vocabulary, grammar, punctuation:</p> <ul style="list-style-type: none"> • This term the children will continue to be encouraged to use fronted adverbials, speech punctuation, conjunctions (and, so and because), time conjunctions and subordinate and coordinating conjunctions. Spellings will be given weekly and follow the National Curriculum for Year 3.
<p>Maths</p>	<p>This term children will be learning about:</p> <ul style="list-style-type: none"> • Multiplication – 3, 4 and 8 Times Tables including Counting • Division – 1, 2, 3, 5, 4 and 8 Times Tables • Multiplication – Strategy, Associative and Distributive Laws • Statistics – Pictograms and Scaled Bar Charts • Multiplication and Division Worded Problems • Fractions – Finding Fractions of Discrete and Continuous Quantities • Ordering and Comparing Fractions



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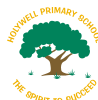
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	<ul style="list-style-type: none"> • Adding and Subtracting Fractions with the Same Denominators • Fractions – Problem Solving with Unit and Non-Unit Fractions
Science	<p>Working scientifically: Children will be encouraged to ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out and this will be shown through investigations on making volcanoes and understanding rock process.</p> <ul style="list-style-type: none"> • Science content: Children will identify the different types of rocks. Understand that rocks change over time. Being able to label cross-sections of the earth. To know what is meant by a permeable rock. To know that volcanoes create igneous rocks. Rocks are used for different purposes.
ICT	<p>Spreadsheets Children will have the opportunity to create a table of data on a spreadsheet. They will use a spreadsheet program to automatically create charts and graphs from data. Children can learn to use the ‘more than’, ‘less than’ and ‘equals’ tools to compare different numbers and help to work out solutions to sums. They will learn to describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row.</p>
Art and Design	<p>The children will receive an Art lesson each week from our specialist Art teacher, which will focus on different art element each week.</p>
Geography	<p>The children will be learning this term about the EU with a focus on Italy. They will explore the following geographical knowledge and skills in this unit.</p> <p>Locational knowledge</p> <p>Place knowledge</p>



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	<ul style="list-style-type: none"> - Understand how physical processes can cause hazards to people. - Describe some advantages and disadvantages of living in hazard-prone areas. <p>Human and physical themes</p> <ul style="list-style-type: none"> - Use simple geographical vocabulary to describe significant physical features and talk about how they change. - Identify and sequence a range of settlement sizes from a village to a city. - Describe the characteristics of settlements with different functions, e.g. coastal towns. - Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. <p>Map skills</p> <ul style="list-style-type: none"> - Use atlases, maps and globes. - Locate photos of features on a map. - Use four -figure coordinates to locate features. - Use maps and aerial views to help talk about views from high places. - Use the zoom function to locate places.
<p>Music</p>	<p>Children will embark on their Charanga journey on the topic 'three little birds' and learning drumming.</p> <p>Listen & Appraise: Three Little Birds (Reggae)</p> <p>Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.</p> <p>Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.</p> <p>Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.</p> <p>Musical Activities using glocks and/or Recorders. Warm-up games play and copy back using up to 2 notes – C + D.</p> <p>Singing in unison.</p>



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	<p>Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G</p>
PE	<p>Dance Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p>Ball Skills Pupils have opportunities to develop a variety of ball skills without the restrictions of specific rules related to well known games. They will develop their accuracy and consistency when tracking a ball, explore a variety of throwing techniques and learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills are applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>
Spanish	<p>The children will continue to develop their knowledge and understanding of Spanish through the Modern Foreign Language teacher. For example, they will learn about counting and colours.</p>
PSHE	<p>Following the programme 'Jigsaw', Year 3 will be focusing on the theme of 'Dreams and Goals'. This will focus on discussions and task around what they would like to become in the future, what challenges and barriers they will face and how they can achieve their dreams and goals.</p>
RE	<p>Events in the life of Jesus: Children will continue to study Christianity and the life of Jesus. Children will be learning about stories of the lives of key religious people and the significance of these in their own</p>



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	lives and in the lives of believers of today. Children will be able to retell one or more stories to demonstrate the teachings of Jesus.
Educational visit	TBC