

Year 3 Curriculum Map Spring Term 2 2020

	1	2	3	4	5
English Spoken English, reading comprehension, writing composition	<p>Story Writing</p> <p>Children will explore the written structure of different well known stories and compare similarities and differences between them.</p> <p>They will learn about building characters using a range of descriptive techniques. They will also learn about scene setting and building the events/action within the story effectively.</p>	<p>Story Writing</p> <p>Children will be taking part in the AJS 500-word story writing competition. They will look to use the techniques discussed in the first week within their own 500 word stories.</p> <p>Teacher and peer feedback opportunities will be given to allow the children time to reflect upon their ideas and redraft sections if necessary.</p>	<p>Shakespeare: The Tempest</p> <p>Introduction to Shakespeare, learning about who he was and when he lived.</p> <p>We will read extracts from the first act and dramatise them, finding out the meanings of any unfamiliar words.</p> <p>Thinking about how stage directions can be used and how to create an atmosphere for the play. Writing the introduction to the play as a piece of descriptive writing</p>	<p>Shakespeare: The Tempest</p> <p>Investigating the characters of Prospero, Caliban and Miranda. Hot seating and other dramatic and dance techniques to explore character.</p> <p>Reading Miranda's speech to Prospero and using context clues to work out the meaning of the Shakespearean language. Identifying how Miranda's feelings are shown and how the weather is described using metaphors.</p> <p>Assessment Week: We will assess the children's reading, spelling and punctuation and grammar test. This will give us a measure of progress over the past term but will also allow us to identify areas of need moving forwards.</p>	<p>Shakespeare: The Tempest</p> <p>We will sequence the story and think about the themes of the play and how these are explored by Shakespeare.</p> <p>Writing a character description or writing in role as a character.</p> <p>Children will think about the characters in the play and how they relate to each other. What is each character's role in the story?</p>
Vocabulary, Grammar and Punctuation	Co-ordinating conjunctions (For, And, Nor, But, Or, Yet, So). Choosing the correct conjunction to complete a sentence.	Subordinating conjunctions (If, Since, After, When, Although, While, As, Because, Until, Before). Choosing the correct conjunction to complete a sentence and the effect of changing these.	Using a subordinate clause at the beginning of a sentence. Beginning to use commas to mark clauses.	Children will continue to explore using subordinating clauses in different places within a sentence.	Identifying and using prepositions. Creating fun sentences using prepositions and concrete and abstract nouns.
Spelling	Adding the suffixes –er or –est  <i>Faster, fastest, louder, loudest, quicker, quickest, harder, hardest</i>	Adding the suffixes –er or –est (Words containing a double consonant and ending in y)  <i>Happy, happier, happiest Silly, sillier, silliest Jolly, jollier, jolliest.</i>	Adding the suffixes –er or –est (Words with a short vowel sound and consonant)  <i>Big, bigger, biggest Slim, slimmer, slimmest Hot, hotter, hottest</i>	The ee sound spelt ey  <i>Key, trolley, chimney, turkey, trolley, jockey, money, honey</i>	Adding the suffix –ness  <i>Sadness, illness, goodness, lateness, weakness, happiness, gladness, greatness, politeness.</i>
Maths	Number: Fractions Identifying unit and non-unit fractions. Use of correct terminology “numerator” and “denominator”. Counting in tenths and relating to decimals and place value.	Number: Fractions Finding fractions of amounts. Relating this to measurements such as metres, kg, money. Finding fractions of a set of objects.	Measurement: Length Children will explore the concept of millimetres in practical ways. They will convert between mm, cm and m. Children will add and subtract using lengths	Children will have an end of term maths assessment. We will also spend some time going over areas identified through our ongoing assessment in order to consolidate key areas.	Measurement: Perimeter Children will learn the term “perimeter”. They will find the perimeter of simple shapes, and go on to finding missing lengths when given the perimeter. They will also solve problems.

Science Plants and Seeds	Children will learn how plants require sunlight, water and nutrients to survive  They will design and set up an investigation to assess how well plants grow in different conditions.	Children will continue the investigation from the first week and record their findings and results.	Children will learn how water is transported through the stem and other parts of the flower.	Children will examine the life cycle of a plant from seed to flowering plant.	Children will learn about different types of seed dispersal and how many of these are adapted to different conditions and environments.
I.C.C The Tempest	Look at examples of different puppets used around the world, in live action or film. How have they been made? Look at historical examples. Record responses.	Locate the different places mentioned in the play. Where might the mysterious island be located? Look at examples of art and clothing from this time period.	Use fabric samples to create mood boards for different characters. What textures and colours suit each character and why?	Combine fabrics, collage and drawing to create 2D puppets to be used in filming. Use painting, pencils or pastels to create scenery as a backdrop.	Learning how to use iMovie on the iPads. How to start filming, identifying the length of a shot, editing footage and text on screen. Experiment with ways of framing images.  Children to film their version of The Tempest using scripts and puppets they have created.
P.E Multiskills	Children will be using skills required in many different sports, such as coordination, speed and reflexes. They will carry out a variety of different activities using PE equipment and will aim to improve their fitness as well as the skills required to complete each task well.				
R.E Why do Christians go on pilgrimages to Walsingham?	Enquire: Children will think of questions they would like to find out the answers to, relating to pilgrimages	Enquire: Using pictures and videos as a source of information, children will generate questions about specific places common for pilgrims.	Explore: We will visit Walsingham in order to find out how and why people go there on pilgrimage. This trip will aim to answer many of the questions generated in the first 2 weeks.	Evaluate: Children will look at what they have found out and will be able to explain the different reasons why Christians might choose to go on pilgrimages.	Express: Children create a guidebook for Christians wishing to go on pilgrimage to Walsingham, listing reasons to go and what they can expect on a pilgrimage.
French	Recap of skills  Children will recap vocabulary they have learned over the past half term.  'Ca Va'? 'Comment tu t'appelles?'	Recap of Skills  Children will recap vocabulary they have learned over the past half term.  Numbers 1-10 'Quel age as tu?'	Colours  Children will learn new vocabulary linked to the different colours.  Rouge, blanc, vere, rose, orange	Numbers 11-20  Children will play a variety of games to learn the numbers 11-20	Using all the vocabulary they have accumulated over the year, children will work together to create short role play conversations where they are able to showcase their knowledge.
Music	Pupils will explore a variety of simple and well known songs that use pentatonic scales. They will try and work out the tune of 'Old McDonald' by ear.	Pupils improvise using a C pentatonic scale. They refine their work by inventing different rhythms for their improvisation	Children will perform at St Andrews Hall as part of the Norwich Music Festival.	Pupils sing two pentatonic songs in groups at the same time. They add an accompaniment to the songs and perform as an ensemble.	Pupils take the lyrics from a poem and set them to music. They match the syllables of the words to different rhythms and use the pentatonic scale to create a melody.
PSHE/Circle Time/ PATHS	Feeling frustrated – what behaviours are OK and not OK? Children will explore a variety of different scenarios and discuss how they may feel/react to the differing situations. They will use drama and role play to explore the concept of frustration further.				