

## Scotton Lingerfield Primary School Class 3 Curriculum Map – Spring 2 2024

English		Maths		PSHE		Science			
<p>As writers we will:</p> <ul style="list-style-type: none"> <li>be writing to entertain</li> <li>use expanded noun phrases to convey complicated information concisely</li> <li>Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</li> <li>Use hyphens to avoid ambiguity</li> </ul> <p>As readers we will:</p> <ul style="list-style-type: none"> <li>be reading and discussing our class novel <i>The Extinction Trials</i></li> <li>be focusing our whole class reading on relevant artists and scientists based on our topics</li> <li>be using vipers (vocabulary, inference, prediction, explain, retrieve, summary) questions linked to our texts</li> </ul>		<p>As mathematicians we will:</p> <ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> <li>calculate and interpret the mean as an average</li> <li>solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</li> <li>solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison</li> <li>solve problems involving similar shapes where the scale factor is known or can be found</li> <li>solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.</li> </ul>		<p>As citizens we will:</p> <ul style="list-style-type: none"> <li>be learning about the risks of using drugs</li> <li>learn about the risks associated with using different drugs including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>understand that there are risks associated with all smoking drugs</li> <li>discuss their opinion about drug taking</li> <li>learn about different influences on drug use – alcohol, tobacco and nicotine products</li> <li>identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> </ul>		<p>As scientists we will:</p> <ul style="list-style-type: none"> <li>be learning about light</li> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> <li>compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> </ul>			
PE		DT		Art		History		Geography	
<p>As sports people we will:</p> <ul style="list-style-type: none"> <li>be doing gymnastics</li> <li>select a suitable routine to perform to different audiences, bearing in mind who the audience is</li> <li>transfer sequence above onto suitably arranged apparatus &amp; floor</li> <li>perform 6-8 part floor sequence as individual, pair &amp; small group to a piece of music</li> <li>demonstrate 3 paired balances in sequence using various skills/actions</li> </ul>				<p>As artists we will:</p> <ul style="list-style-type: none"> <li>be painting</li> <li>be studying the Dadaist art movement</li> <li>mix quaternary colours including skin tones</li> <li>use paint and tools to achieve form and shape</li> <li>create a piece of art using mixed media</li> </ul>				<p>As geographers we will:</p> <ul style="list-style-type: none"> <li>identify the most densely and sparsely populated areas</li> <li>describe the increase in global population over time</li> <li>define migration, discussing push and pull factors</li> <li>explain why some people have no choice but to leave their homes</li> <li>describe the causes of climate change, explaining its impact on the global population</li> </ul>	
Music		Languages		Computing		RE			
<p>As musicians we will:</p> <ul style="list-style-type: none"> <li>suggest a colour to match a piece of music</li> <li>create a graphic score and describe how this matches the general structure of a piece of music</li> <li>create a vocal composition in response to a picture and justify their choices using musical terms</li> <li>create a vocal composition in response to a colour</li> <li>record their compositions in written form</li> <li>work as a group to perform a piece of music</li> </ul>		<p>As linguists we will:</p> <ul style="list-style-type: none"> <li>match numerals and words correctly</li> <li>count up in multiples of ten</li> <li>use physical response to show understanding of specific phrases</li> <li>give and respond to directions</li> <li>use specific structures to describe the weather and the temperature</li> <li>pronounce weather phrases accurately</li> <li>present information clearly with accurate pronunciation</li> </ul>		<p>As technicians we will:</p> <ul style="list-style-type: none"> <li>explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information</li> <li>suggest that things online aren't always true and recognise what to check for</li> <li>explain why keywords are important and what TASK stands for, using these strategies to search effectively</li> <li>recognise the terms 'copyright' and 'fair use' and combine text and images in a poster</li> <li>make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank</li> </ul>		<p>As theologians we will:</p> <ul style="list-style-type: none"> <li>be answering the big question, If God is everywhere, why go to a place of worship?</li> <li>be able to recall and name some key features of places of worship studied</li> <li>find out about what believers say about their places of worship</li> <li>make connections between how believers feel about places of worship in different traditions</li> <li>select and describe the most important functions of a place of worship for the community</li> <li>give examples of how places of worship support believers in difficult times, explaining why it matters to believers</li> </ul>			