



AFIFAH SCHOOL

CURRICULUM MAP SPRING TERM

YEAR 3
2021/2022

ENGLISH

Fiction	Non-fiction	Poetry
<p>To study powerful verbs, verb tenses, use of 1st & 3rd person, paragraphs & ways of showing dialogue.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use powerful verbs/ Begin to recognise the concept of a verb. 2. Understand that writing can be 3rd or 1st person. 3. Use and punctuate direct speech. 	<p>Recounts</p> <p>Act out swap stories; learn about adverbials & recounts using past tense & 1st person & chronological order. Write a new version of The Diary of a Killer Cat using recount features & complex sentences.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use adverbs and adverbials (prepositional phrases which act as adverbs). 2. Create complex sentences. 3. Use commas after or before phrases and clauses. 4. Use and punctuate direct speech. 	<p>Traditional poems</p> <p>Write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Explore the poem Windy Nights, Daddy fell into the pond, bugs chant & Lone Dog. Produce a class book containing poems written by the children. Change poem into a story using adjectives, noun phrases and pronouns.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Introduce the idea of tense in verbs. 2. Use prepositions to express time or place. 3. Write sentences with more than one clause using a wider range of connectives.
<p>Stories about imaginary worlds</p> <p>Using Fantastic Mr Fox, children familiarise themselves with features of narrative; finding examples from the book & through role play & hot-seating. Focus on direct speech & use the features & format they have seen to plan & write their own fantastic stories!</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Introduce the idea of tense in verbs. 2. Use pronouns for cohesion and to avoid repetition and ambiguity. 3. Use dialogue punctuation 	<p>Non-chronological reports</p> <p>Read an online newspaper report about an amazing model of Hogwarts recently opened to the public. Children design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Extend the range of sentences with more than one clause: compound and complex sentences. 2. Use commas after or before phrases and clauses. 3. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion. 	<p>Performance poems</p> <p>Listen to a range of performance poems & explore the features that poets use. Children identify & use conjunctions that indicate time & cause. Investigate negative prefixes, informal language & rhymes. Children write extra lines to one of poems & then a rap.</p> <p>Grammar focus:</p> <ol style="list-style-type: none"> 1. Use and recognise nouns, adjectives and adjectival phrases. 2. Use conjunctions to express time or cause. 3. Use possessive apostrophe with singular and plural nouns.

MATHS

Multiplication and division

- Understand that multiplication is commutative, and write mathematical statements for multiplication and division
- Understand that division is the inverse of multiplication, e.g. $? \times 3 = 21 \equiv 21 \div 3 = ?$
- Know the 2x, 3x, 4x, 5x, 8x and 10x times tables, including division facts.
- Multiply 2-d numbers by 10 or 1-d numbers by 100; divide multiples of 10 or 100 by 10 or 100. Understand the effect of \times or \div by 10/100.
- Multiply a 1-digit number by a 2-digit number using partitioning.
- Partition to double and halve numbers.
- Solve problems, including missing number and scaling problems.

Measurement: Money.

- Count money in pence
- Count money in pound
- Pound and pence
- Convert pound to pence
- Add and subtract money -hey will need to use their knowledge of converting money to exchange £1 for 100 pence.
- Give change and use a number line and a part whole model to subtract to find change.

Statistics:

- Make tally charts and learn that tally charts as a systematic method of recording data.
- Draw pictogram where symbols represent (2,5 and 10)
- Interpret Pictograms (2,5, and 10) and collect their own data.
- Read and interpret information in a pictogram and to understand the value of each symbol used and what it means when half a symbol is used.
- Bar charts
- Tables

Measurement: Length & Perimeter.

- Introduce millimetres and build understanding of centimetres and meters
- Use different measuring equipment including rulers, tape measures, metre sticks and trundle wheels.
- Measure lengths
- Measure lengths in meters
- Understand equivalent lengths- m & cm
- Understand equivalent lengths – mm & cm
- Compare lengths
- Add lengths
- Subtract lengths
- Measure perimeter
- Calculate perimeter

Fractions:

- Make equal parts – understand the concept of a whole as being one object or one quantity.
- Understand that halving is splitting a whole into two equal parts.
- Find a half of a set of objects or quantity. Dividing by 2 and use the concept of sharing to find a half.
- Extend their knowledge of the whole and halves to recognise quarters of shapes, objects and quantities.
- Find quarters of shapes, objects and quantities.
- Apply understanding of fractions to finding thirds.
- Build on their understanding of a third and three equal parts to find a third of a quantity.
- Understand the concept of a unit fraction by recognising it as one equal part of a whole. Also, understand that the denominator represents the number of parts that a shape or quantity is split into.
- Introduce the non-unit fractions $\frac{2}{3}$ and $\frac{3}{4}$
- Understand fractions where the whole is shaded and how these fractions are written.
- Understand that the numerator and denominator are the same when the fraction is equivalent to one whole.
- Explore the equivalence of two quarters and one half of the same whole and understand that they are the same.
- Using their knowledge of halves, thirds and quarters, understand how to count in fractions from any number up to 10. They begin to understand that fractions can be larger than one whole.

SCIENCE

Block	Key NC Science Objectives
Spring 1 Rocks and Fossils	Rocks <ul style="list-style-type: none">➤ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties➤ Describe in simple terms how fossils are formed when things that have lived are trapped within rock➤ Recognise that soils are made from rocks and organic matter
Spring 2 Amazing Magnets	Properties and changes of materials <ul style="list-style-type: none">➤ Compare how things move on different surfaces➤ Notice that some forces need contact between two objects, but magnetic forces can act at a distance➤ Observe how magnets attract or repel each other and attract some materials and not others➤ Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials➤ Describe magnets as having two poles➤ Predict whether two magnets will attract or repel each other, depending on which poles are facing

ART

- To be able to curl, scrunch, shape, tear and cut.
- To be able use different painting techniques.
- To know what primary and secondary colours are.
- To know the effect of light and dark in shading

Humanities

History: Ancient Egypt

- Understand what was important to people during ancient Egyptian times
- Find Egypt on a map.
- Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.

Geography: Rainforests

- Identify areas of the world containing rainforests.
- Describe the key aspects of a tropical climate
- Show where most rainforests are found.
- Describe and understand the features of the layers of a rainforest.
- Describe the animals and plants living in the rainforest.
- Compare the Amazon rainforest and Sherwood Forest.
- Explain the effects humans are having on the rainforests.

Religious Studies

Judaism

- Know that Abraham founded Judaism.
- Understand that Jews believe there is only one god.
- Understand that Jews live by ten key rules.
- Match the key objects of a synagogue to their picture.
- Name the key Jewish festivals.
- Name and explain the meanings of Jewish symbols.

PSHE

Following the PSHE Association's scheme of work, we will be learning about:

- Responding to others' feelings
- Positive and healthy relationships
- How actions affect others
- Physical contact; acceptable and unacceptable
- Confidentiality vs secrets
- Respectful discussions

PE

- Football
- Rounders

ICT

- Word processing
- Using the Internet safely

Quraan

- Qalqalah • Madd Leen
 - Types of Hamzah
 - Lamm in the word Allah heavy and light.
- We have been doing revision and tests on all of these subjects.
- Level 1 & 2 will be memorising from Surat al Ma'oон up to Surat Al-Nabaa
 - Level 3 will be memorising Surahs up to Surah Al-Ballad, Taraaq and A'Lah.

Islamic Studies

- Allah's blessing
- Loving the Prophet(SAW)
- The Prophet(SAW) Call to Allah
- Being truthful
- Story of Quraysh and the Ka'bah
- Being trustworthy
- The Trustworthiness of the Prophet
- Surat Al-Balad
- Obligatory Acts of Wudhu final
- Practical Wudhu final
- The manner of Salaah
- Khushoo in Salaah
- The Adhkaar of Salah P.1
- The Adhkaar of Salah P.2
- Eid prayer

Arabic

- Colours.
- Making dual (Masculine)
- Making dual (Feminine)

Homework

Homework

We will be sending out all homework on a Thursday. Spelling lists to be revised for the spelling test. Please make sure all their homework is returned for marking by Tuesday.

Please listen to your child read and note down the reading your child does at home each day in their diary.

Reading Homework

Please hear your child read at least twice a week; this to be recorded formally in the reading record book. The children should also continue to learn their weekly spellings.

Useful questions to ask whilst hearing your child read:

- What do you like best about the book you are reading?
- What do you think will happen next in the book?
- How is the setting described?
- What words did the author use to describe the characters?

Additional Information

PE Kit: Please ensure that your child has their full PE kit in school every week, for both indoor and outdoor activities. Kit needs to be kept in proper Games kit bags (no plastic bags, please). It is important that all children are wearing the correct uniform kit. It does impact your child's learning when they do not have the correct clothing. Please ensure your child has a water bottle.