Concrete Jungle	Curriculum Half Termly Overview Year group – 3	Term – Spring 2

Wow moment:
Make a city

English text types	Writing	SPAG
Core text: Amazing Grace – Guided reading Writing: The Tin Forest – Helen Ward Writing a range of sentence types, developing description and understanding word classes.	• Use conjunctions to express time and cause. • Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]. • Vary long and short sentences: • Long sentences to add description or information. • Short sentences for emphasis and making key points. • Ellipses to keep the reader hanging on. • Use paragraphs to group related information. • Use headings and sub headings.	• Understand what a main clause is and it's features. • Spell common exception words (some will be sent home to learn). • Use a range of sentences in writing and punctuate correctly (, . ! ?). • Use prefixes; un-,dis-, mis-, in- and im-.
	Reading Children will read a range of texts; fact and fiction. They will use skills from VIPERS (vocabulary, infer, predict, explain, retrieve and summarise) to complete activities.	

Maths	Tables and Mental Maths	MFL
Week 1-3 Fractions A Understand fractions, compare and order unit and non unit fractions. Apply understanding to number lines, count forward and back using fractions and find equivalent fractions. Week 4-5 Length and perimeter Measure in metres, centimetres and millimetres, find equivalent lengths and compare lengths, add and subtract lengths, measure and calculate perimeter	**x2, x5, x10, x3, x4 and 8 tables.** Strong focus on x3, x4, x8. Children will continue to complete morning maths activities such as revision mats and my mini maths activities.	• In this unit children will Learn and use the Spanish for fruits: · Name and recognise up to 10 fruits in Spanish. · Attempt to spell some of these nouns. · Ask somebody in Spanish if they like a particular fruit. · Say what fruits they like and dislike.

Science	Computing	PSHE
Animals including humans To continue with Science from Spring 1	Data and Information. In this unit children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.	**Healthy Me** • understand how exercise effects the body • know about calories, fats and sugar and how these effects the body • knowledge and attitude about drugs • keeping safe and emergency services • understand about how complex our bodies are and how to take care of it
		RE
		What can we learn about Christian worship and beliefs by visiting churches? What do Christians remember on Palm Sunday?

Geography	PE
• **Why do we have cities?** • human geography – describing and understanding key aspects of types of settlement and land use, functions and economic activity in cities. • Revise countries, capitals and surrounding seas of the UK. • Naming and locating counties and cities of the UK. Revision on North, South, East and West • OS map skills	Football SAFC coach **Fitness** • To use running, jumping, throwing and catching in isolation and in combination. • To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Art/DT	Music
Digital World • Whilst learning about the impact of the digital revolution and combining their knowledge of programming, the children will design a pouch using computer-aided design for an electronic charm. They will then make and evaluate the pouch to house their eCharm.	**How does music help us to get to know our community?** This half term the children will continue to play the ukulele. They will also demonstrate an understanding and appropriate use of musical language. Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. They will create a four or six-bar melody according to the instructions given for the Music Notepad composition task an follow the instrumental part on the screen when playing instrumental parts.