



Girton Glebe Primary School Curriculum Inquiry

Lime Class (Y3) Spring 2

<p>English:</p> <p>In English we will be reading 'The Firework Maker's Daughter' by Philip Pullman, which will give us opportunities for narrative writing.</p> <p>In writing, we will focus on:</p> <ul style="list-style-type: none"> Nouns and pronouns Present perfect tense and past tense Punctuating direct speech Paragraphs Sentence structure (clauses) <p>In reading, we will focus on:</p> <ul style="list-style-type: none"> Learning to read independently. Dictionary skills and expanding vocab. Making predictions and retrieving information from a text. Explaining and summarising things we read. Making inferences. 	<p>How The World Works</p> <p>Central Idea:</p> <p>Natural forces impact human lives.</p> <p>Lines of Inquiry:</p> <p>An inquiry into how natural disasters can impact lives (causation).</p> <p>An inquiry into how science can provide solutions to real world problems (connection).</p> <p>An inquiry into if we have a responsibility as global citizens to help those affected by natural disasters (responsibility).</p> <p>Key Vocabulary</p>				<p>Maths:</p> <p>This half term we shall be covering the following aspects of the maths curriculum:</p> <p>Number – Multiplication and Division:</p> <ul style="list-style-type: none"> Using associated multiplication and division facts e.g using $3 \times 4 = 12$ to solve 30×4 Multiplying a 2-digit number by 2,3,4,5 and 8 Dividing a 2-digit number by 2,3,4,5 and 8. Understanding that multiplication and division are the inverse. <p>Length and perimeter:</p> <ul style="list-style-type: none"> Measuring in metres, centimetres and millimetres. Finding equivalent lengths between them. Converting between units of measurement. Measuring the perimeter of shapes. Problem solving with length. <p>Fractions:</p> <ul style="list-style-type: none"> Understanding denominators of unit fractions. Comparing and ordering unit fractions. Understanding numerators of non-unit fractions. Understanding the whole. Comparing and ordering non-unit fractions. Placing fractions on a number line.
<p>Key Concepts:</p> <ul style="list-style-type: none"> Causation: Why is it the way it is? Connection: How is it linked to other things? Responsibility: What are our obligations? 	erode	impermeable	lava	liquid	<p>Approaches to Learning:</p> <p>Research Skills: Evaluating and Communicating - Draw conclusions from relationships and patterns that emerge from data.</p> <p>Thinking Skills: Using Harvard Thinking Routines to analyse, interpret, and connect information.</p> <p>Social Skills: Collaborating respectfully, giving and receiving</p>
	magma	molten	Ring of Fire	sedimentary	
	igneous	tectonic plate	vent	volcanic eruption	



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					feedback, and acknowledging various cultural expressions.
<p>Line of Inquiry: An inquiry into how natural disasters can impact lives (causation).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <ul style="list-style-type: none"> • Compare and group rocks based on their appearance, properties or uses. • Describe how fossils are formed. • Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. • Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. • Name and locate significant volcanoes and plate boundaries and explain why they are important. • Classify, compare and contrast different types of geographical feature. • Explain the cause and effect of a significant historical event. 			<p>Line of Inquiry: An inquiry into how science can provide solutions to real world problems (connection).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In Art and DT we will be exploring Volcanoes, inspired by Katshushika Hokusai and we will also be making earthquake proof buildings.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • Begin to select tools and materials; use correct vocabulary to name and describe them. • Learn to use hand tools safely and appropriately. <p>In Science this half term, our topic will focus on Forces and Magnets.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Noticing that some forces need contact between two objects by identifying the different types of forces acting on objects. • Comparing how things move on different surfaces by investigating the speed of a toy car over different surfaces. • Noticing that magnetic forces can act at a distance and attract some materials and not others. 		



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<ul style="list-style-type: none"> • Comparing and grouping materials according to whether they are magnetic. • Observing how magnets attract or repel each other and attract some materials and not others • Describing magnets as having two poles and predicting whether two magnets will attract or repel each other, depending on which poles are facing. • Observing how magnets attract or repel each other and attract some materials and not others. 		
<p>Line of Inquiry: An inquiry into if we have a responsibility as global citizens to help those affected by natural disasters (responsibility).</p> <p>In this Line of Inquiry, we will cover the following skills:</p> <p>In PSHE we will be thinking about Healthy Me.</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Understanding how exercise affects my body and know why my heart and lungs are such important organs. • Knowing that the number of calories, fat and sugar I put into my body will affect my health. • Identifying how to make healthy decisions. • Identify how I feel about drugs. • Knowing strategies to keep myself safe. 		
<p>Music:</p> <p>In music we will be focusing on 'Latin Dance' and 'Ukuleles'</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Singing songs in a variety of styles with confidence. 	<p>PE:</p> <p>In PE the children will be practising Cricket and Fitness.</p> <p>During this topic we will cover the following skills:</p> <ul style="list-style-type: none"> • Developing overarm throwing and catching. • Developing underarm bowling. 	<p>Computing:</p> <p>We will cover the following skills:</p> <ul style="list-style-type: none"> • Create questions with yes/ no answers. • Choose questions that will divide objects into evenly sized subgroups. • Repeatedly create subgroups of objects.



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<ul style="list-style-type: none"> • Showing increasing accuracy of pitch and awareness of the shape of a melody. • Imitating increasingly longer phrases with accuracy. 	<ul style="list-style-type: none"> • Learning how to grip the bat and develop batting techniques. • Fielding a ball using a two-handed pick up and a short barrier. 	<ul style="list-style-type: none"> • Identify an object using a branching database. • Retrieve information from different levels of the branching database.
<p>French:</p> <p>Our topic this term is 'Les fruits'.</p> <p>During this topic we will cover:</p> <ul style="list-style-type: none"> • Naming and recognising up to 10 fruits in French. • Attempting to spell some of these nouns • Asking somebody in French if they like a particular fruit. <p>Saying what fruits they like and dislike.</p>		