



Darlinghurst School Connected Curriculum Overview



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| Term Spring 2 | | Year 3 | |
| Subject Focus Dance (The Games Children Play) | | | |
| Starting Point | | End Product | |
| 'Children's Games' painting by Pieter Buegel | | To perform a piece of dance about a bullying poem they have written in front of the other year 3 classes. | |
| Homework & independent learning | | <ul style="list-style-type: none"> - Spellings - Reading - Times tables - Creative homework | |
| Maths | | <p>Using 10s, 100s and 1000s to multiply and divide large numbers:</p> <ul style="list-style-type: none"> •To understand that different multiplication strategies will give the same product and can be independent of contexts. •To be able to multiply numbers by 10 and 100 using 'times greater' •To know that adjacent place value columns are ten time greater in value •To be able to divide multiples of 10 and 100 by 10 •To be able to multiply and divide by 10 and 100 •To understand that using grouping or sharing to divide gives the same result as 'times smaller' •To derive further facts from known multiplication facts •To multiply a 2-digit number by 3, 4, or 5 (no regrouping) •To multiply a 2-digit number by 3, 4 or 5 (with regrouping) •To be able to solve multiplication word problems •To divide a number by 2, 3, 4 or 5 without regrouping •To be able to solve division word problems •To be able to identify the correct operation to solve mixed word problems <p>Time</p> <ul style="list-style-type: none"> •Develop conceptual understanding of clocks •Reading analogue times to the nearest minute •Using am and pm accurately •Reading digital times with minutes past •Ordering times in different formats •Understanding the units of measured time •Measuring and estimating intervals •Calculating and comparing intervals •Solving problems with measured and recorded time | |
| Writing | | Poetry (Haikus, Tankas and Kennings) Fable writing | |
| Reading | | <ul style="list-style-type: none"> - Read and explore a range of texts - Making predictions and inferences - Finding answers in the text and copying facts - Individual reading - Paired reading | |

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| Speaking and Listening | <ul style="list-style-type: none"> - Rehearsing and performing poetry - Reading fables to a partner - Explaining the movement of dance |
| Science | Forces – push, pull, friction (materials) |
| Computing | Communication: writing to emails to create a shared project |
| Humanities | <p>History</p> <ul style="list-style-type: none"> • Living memory <p>Dance</p> <ul style="list-style-type: none"> • Creating • Performing • Appreciating <p>Music</p> <ul style="list-style-type: none"> • Listening • Appreciating • Responding • An introduction to musical notation |
| MFL | - Los animales |
| RE | <ul style="list-style-type: none"> - Signs and symbols - Random acts of kindness - Lent |
| PHSE & British Values | <ul style="list-style-type: none"> - Kindness - Shrove Tuesday - St Patricks Day - Mother's Day - Yasmine and Tom |
| Core skill | <ul style="list-style-type: none"> - Courage - Respect - Wisdom - Responsibility - Compassion |
| Art & Sketchbooks | <p>Movement / how the body moves – observational drawing – clothed life drawing – Dance</p> <p>Paint / pastel / charcoal / watercolours – relevant artists</p> |
| Music | <p>Theme: Time</p> <p>Musical Focus: Beat</p> <p>Developing an understanding of Beat, Metre and Rhythm</p> <p>Combining melodic and rhythmic patterns</p> <p>Using simple staff notation as part of a performance</p> |
| PE | <p>Netball</p> <ul style="list-style-type: none"> • Passing and receiving • Types of pass • Basic rules of the game / small sided games • Using the playing space safely and confidently |
| Outdoor learning | <ul style="list-style-type: none"> • Planting, soil and components • Looking at different parts of plants • Why plants grow in different areas and conditions |
| Trips/visits | Dance performance (tbc) |