

Curriculum Plan  
Birch– Spring 1



# Programmes of Study



Year 3

Birch 'I am a useful member of my community'

Spring 1

## Unit title : SCOTLAND

Literacy Genres [Myths – Loch Ness: Grendel \[Babcock\], David Lucas \(2 weeks\)](#)  
[Folk Tales \(3 weeks\)](#) [Illustrated Treasury of Scottish folk tales & fairy tales](#)

[Verse: the sun with loving light](#)

Reading Enhancements

[The Treasure of the Loch Ness Monster, Lari Don](#)

### Literacy



**Chatsworth**  
**Global:** Scottish  
Folk Tales and  
History

#### Grammar

To use capitalisation for other purposes e.g., for personal titles (*Mr, Miss*), headings, book titles, emphasis.

#### Writing to entertain:

Stories (Including re-telling, personal experiences real & fictional)

Descriptions

Poetry

In character role (letter to recount / dairy entry)

#### Writing to inform:

Recount – First-hand experience

Instructions – First-hand experience

NCR – Information booklet

Explanation – Observed process

Letter

Progression in Reading Comprehension

Vocabulary /Inference/ predict/ explain/ retrieve/ summarise

Start own handmade book

### Maths

#### Number and place value

- Rehearse place value in 3-digit numbers, order them on a number line and find a number in between
- compare number sentences
- Multiply and divide by 10 (whole number answers)
- Place 3-digit numbers on empty 100 number lines
- begin to place 3-digit numbers on 0-1000 landmarked and empty number lines
- round 3-digit numbers to the nearest ten and to the nearest hundred
- Understand place-value in 3-digit numbers
- separate 3-digit numbers into hundreds, tens, and ones
- begin to move tens and hundreds moving towards formal written addition
- focuses on using number lines to facilitate an understanding of place value in 3-digit numbers
- Order 3-digit numbers and find numbers between

#### Addition and subtraction

- solve additions and subtractions using place value

- using partitioning in addition
- Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000)
- use counting up as a strategy to perform mental subtraction
- add two 3-digit numbers using vertical written addition (expanded)
- add 2-and 3-digit numbers using vertical written addition (expanded)
- Add two 2-digit numbers mentally
- add 2-digit to 3-digit numbers mentally using place value and rounding add two 3-digit numbers using expanded written method (answers under 1000)
- add two 3-digit numbers using expanded column addition
- investigate patterns in numbers when adding them
- choose to solve addition using a mental method or expanded column addition (written method)
- solve subtractions of 3-digit -3-digit numbers using counting up (Frog)
- use counting up and counting back as strategies to perform mental subtractions
- choose to solve a given subtraction by counting up or countingback

Problem solving, reasoning and algebra

Multiplication and Division

- count in steps of 10, 50 and 100.12
- 2, 3, 4, 5, 8 and 10 times
- recognise and sort multiples of 2, 3, 4, 5, and 10
- double the 4 times-table to find the 8 times-table
- derive division facts for the 8 times-table
- multiply and divide by 4 by doubling or halving twice
- developing multiplication strategies using doubling and halving and the grid method

- division is related to multiplication and this relationship is used to solve missing number problems
- Double and halve numbers up to 100 by partitioning
- solve word problems involving doubling and halving
- multiply numbers between 10 and 25 by 1-digit numbers using the grid method
- divide multiples of 10 by 1-digit numbers using known tables facts
- see the relation between multiplication and division

Art

TEXTILES- FABRIC PAINTING

- Explore the origin and meaning of design patterns in tartan
- Use pencil crayons to create a range of patterns
- Select a design pattern and create a template on paper using paint
- Use different thicknesses of masking tape to create lines, clean edges and maintain white areas of the design
- Use their pattern design and transfer the process onto material

Humanities



**Chatsworth**  
**Global:** Global  
 Geography

GEOGRAPHY

SCOTLAND

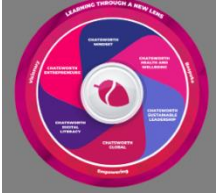
- Name and locate UK Countries and their cities, the geographical regions and their identifying human and physical characteristic, topographical features including hills, mountains, coasts and rivers. Use patterns and understand how some of these have changed over time.
- Know the geographical features of Scotland and compare with another European

Country – France and South America

(google maps)

- Understand the physical geography of Scotland including rivers and mountains (Ben Nevis)
- Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied.

## Relationships and Health



**Chatsworth Health and Wellbeing:**  
personal hygiene

### PERSONAL HYGIENE

- Know about personal hygiene and germs including bacteria and viruses and how they are spread and treated
- Know that there are drugs that help us
- Know the facts about science relating to allergies, immunisation and vaccination
- Know that we sometimes need help when we are unwell
- Know how to raise the alarm and what information should be known and shared

## Forest School

The Name of the Tree (Bantu) I D cleavers as a spring tonic. Make wreath-based rafts. Physical challenges : explore crossing river, climbing, balancing. ID leeches, water mites. Learn the stop-cut, for notches/tent pegs/decoration.

## Design and technology / Woodwork



**Chatsworth Entrepreneurship**  
: designs based on effective prototypes

### MECHANISMS- LEVERS

- Know that a linkage is a mechanism that uses bars (connecting rods) and pivot points to create movement
- Explore how linkages are used in daily life
- Distinguish between fixed and loose pivots
- Use prototypes to explore the movement of basic linkages using pivot points and bars
- Know that there is a user and a purpose for a mechanism and explore how a range of puppets move with linkages systems
- Create a design idea based on the effectiveness of prototypes using a trial and error approach
- Know how to measure, mark out, hold, cut and join components correctly
- Evaluate the effectiveness of the product in relation to the design criteria and purpose and say how it could be improved using diagrams and annotations.

## Science

### PHYSICS – LIGHT

- Know how seasonal change affects light.
- Know how light is reflected from surfaces.
- Explain how shadows are formed.
- Know that the size of shadows change depending on the position and strength of the light source.



## Religious Studies

### ISLAM

## PE

### ATHLETICS

Can apply variety of speeds for different running lengths. Can perform jumps with standing and running

	<ul style="list-style-type: none"> <li>• Important aspects of social life (e.g. the importance of greetings, good manners, respect and kindness to guests, honesty).</li> <li>• Important aspects of family life (e.g. roles and responsibilities of all family members; facilities for wudu, salah and dietary requirements; the importance of cleanliness and patience).</li> <li>• What Muslim values tell us with regard to fairness.</li> <li>• Practices surrounding the birth and naming of children</li> <li>• Discuss the belief in hereafter</li> <li>• Explore the books of guidance: the Qur'an how it is revealed and used, its structure, its special respect with which it is treated and its relationship with Turah Zabur and Injil</li> </ul>	 <p><b>Chatsworth Mindset:</b> teamwork</p>	<p>take off. Can send different objects to gain distance, accuracy and improve performance.</p> <p><b>SPORTSMANSHIP &amp; INVASION</b> Send a ball for a team member to receive and travel into another space to make forward progress. Participate and co-operate in small, sided games against an opponent with rule understanding. Receive a ball and incorporate sending to a team member or shoot at a target. Practice attacking and defending principles. Work in a small team to apply FSS's and SSS's in game play.</p>
French	<ul style="list-style-type: none"> <li>• To explore the names of rooms in the house</li> <li>• To label our homes</li> <li>• Learn verbs associated with the home</li> <li>• Learn school subjects</li> <li>• Learn different hobbies</li> <li>• To re-cap what has been learned</li> </ul>	<p><b>Music</b></p>  <p><b>Chatsworth Mindset:</b> solo and group performances</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop their performing, composing and listening skills</li> <li>• Pupils will learn about the interrelated dimensions of music</li> <li>• Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.</li> <li>• Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.</li> <li>• Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.</li> </ul>

Trips and or events