

Year 3 Spring 1

English

Story as a Theme

- Regularly listen to whole novels read aloud.
- Use dictionaries to check meanings of words they have read.
- Sequence and discuss the main events in stories.
- Explain the meaning of unfamiliar words by using the context.
- Raise questions during the reading process to deepen understanding e.g. I wonder why she...
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Use point and evidence to structure and justify responses.
- Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.
- Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.
- Use inverted commas to punctuate direct speech (speech marks).
- Read and analyse narrative in order to plan and write their own versions.
- Create and develop plots based on a model.
- Group related material into paragraphs.
- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.

Poems on a Theme

- Use knowledge of root words to understand meanings of words.
- Read poems for a range of purposes e.g. enjoyment.
- Recognise some different forms of poetry e.g. narrative, free verse.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.
- Read and analyse poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, language and structures of poetry for writing.
- Generate and select from vocabulary banks appropriate to text type.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Maths

Number – Multiplication and Division

- Count from 0 in multiples of 4, 8, 50 and 100
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Measurement – Money

- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measurement – length and perimeter

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Measure the perimeter of simple 2D shapes.

<p><u>Discussion</u></p> <ul style="list-style-type: none"> • Read discussion texts. • Discuss their understanding of the text. • Analyse and evaluate texts looking at language, structure and presentation e.g. discussion texts. • Read books and texts for a range of purposes. • Identify a key idea in a paragraph. • Evaluate how specific information is organised within a discussion text. • Use point and evidence to structure and justify responses. • Develop and agree on rules for effective discussion. • Explore, identify and create complex sentences using a range of conjunctions e.g. if, although. • Read and analyse discussion texts in order to plan and write their own versions. • Identify and discuss the purpose, audience, language and structures of discussion texts for writing. • Discuss and record ideas for planning. • Generate and select from vocabulary banks e.g. technical language, appropriate to discussion texts. • Group related material into paragraphs. 			
<p style="text-align: center;"><u>Science</u></p> <p><u>Material Properties - Rocks</u></p> <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. • Rocks and soils can feel and look different. • Rocks and soils can be different in different places/environments. <p>• Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.</p>	<p style="text-align: center;"><u>History</u></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> • Show their increasing knowledge and understanding of the past by: • Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. <p><u>Events, People and Changes</u></p> <ul style="list-style-type: none"> • Be able to describe some of the main events, people and periods they have studied by: • Understanding some significant aspects of history (such as the complexity of building Stonehenge). 	<p style="text-align: center;"><u>Geography</u></p> <p><u>Location and Place Knowledge</u></p> <ul style="list-style-type: none"> • Locate the world's countries. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. <p><u>Mapping</u></p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps at more than one scale. • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Link features on maps to photos and aerial views. 	<p style="text-align: center;"><u>Art and Design</u></p> <p><u>Exploring and Developing Ideas</u></p> <ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Question and make thoughtful observations about starting points and select ideas to use in their work. <p><u>Drawing and Painting</u></p> <ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings, (e.g. use grades of pencil, biros, charcoal and chalk). • Use journals to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level.

Pupils Might Work Scientifically

- By observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time.
- By using a hand lens or microscope to help them identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.
- By researching and discussing the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.
- By exploring different soils and identifying similarities and differences between them and investigating what happens when rocks are rubbed together [hardness test] or what changes occur when they are in water [permeability test].
- By raising and answering questions about the way soils are formed.

Communication

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information.

Enquiry, Interpretation and Using Sources

- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use some sources to start devising historically valid questions about change and significance.
- Understand some of the methods of historical enquiry, (such as maps), and how these can be used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses.

Human and Physical Geography

- Describe and understand key aspects of:
 - physical geography including volcanoes and earthquakes.
 - human geography including types of settlement and land use.

Enquiry and Investigation

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes.

Communication

- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes detailed in the programmes of study.
- Communicate geographical information through a range of methods including presentations.

Use of ICT/Technology

- Use the zoom facility on digital maps to locate places at different scales.
- View a range of satellite images.
- Use presentation/multimedia software to record and explain geographical features and processes.
- Make use of geography in the news – online reports and websites.

- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension, (e.g. achieved by shading).
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Create textures with a wide range of drawing implements (such as oil and chalk pastel).
- Experiment with different effects and textures in paint.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

Printing

- Create printing blocks using a relief or impressed method.
- Create repeating patterns.
- Print with two colour overlays.

Evaluating

- Annotate work in journal.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about it.
- Adapt their work according to their views and describe how they might develop it further.

Computing

- Know their responsibilities from their school's acceptable use policy and understand what acceptable and unacceptable online behaviour is.
- Use technology safely and respectfully and have an understanding of how to keep information secure, using passwords.
- Understand the purpose of online advertising and how to respond correctly.
- Realise the importance of reporting any concerns they have using the internet and other communication technologies, and know some ways in which they can do it.
- Realise that not all information on the internet is trustworthy and there is a need to verify its reliability.

RE

- Develop an understanding of the importance of founders and leaders for religious communities.
- Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad.
- Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad.
- Describe and give reasons for the Islamic practice of Zakat.
- Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable.
- Identify characteristics of a good role model.
- Discuss how good role models can have a positive impact on individuals, communities and societies.
- Reflect on their own aspirations for themselves and others.
- Ask questions and suggest answers about how they can try to make the world a better place.

PE

Dance

- Select travelling actions to convey different characters, along varied pathways.
- Explore the movements of different creatures.
- Carry out travelling actions along different pathways.
- To explore travelling actions linked to three different settings.
- To create a sequence conveying a challenge, using travel, turn and gesture.
- To create a sequence using control of body actions and shapes.
- To combine all elements of the unit in order to tell a story.

Outdoor and Adventurous Activities

- Take part in outdoor and adventurous activity challenges both individually and within a team.

Net and Wall Games

- Use running, jumping, throwing and catching in isolation and in combination
- 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.

French

- Listen and respond to simple rhymes, stories and songs.
- Recognise and respond to sound patterns and words.
- Perform simple communicative tasks using single words, phrases and short sentences
- Listen attentively and understand instructions, everyday classroom language and praise words.
- Recognise some familiar words in written form.
- Make links between some phonemes, rhymes and spellings, and read aloud familiar words.
- Experiment with the writing of simple words.

PSHE

- Identify risk factors in given situations.
- Suggest ways of reducing or managing those risks.
- Identify situations which are safe or unsafe.
- Identify people who can help if a situation is unsafe.
- Suggest strategies for keeping safe.
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens.
- Recognise and describe appropriate behaviour online as well as offline.
- Identify what constitutes personal information and when it is not appropriate or safe to share this.
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.