

## Year 3 Spring 2

### English

#### Novel as a Theme

- Use knowledge of root words to understand meanings of words.
- Use intonation, tone and volume when reading aloud.
- Listen to and discuss a range of fiction.
- Regularly listen to whole novels read aloud by the teacher.
- Use dictionaries to check meanings of words they have read.
- Sequence and discuss the main events in stories.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Explain the meaning of unfamiliar words by using the context.
- Raise questions during the reading process to deepen understanding e.g.
- I wonder why the character ...
- 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.
- Select, generate and effectively use adverbs e.g. *suddenly, silently, soon*.
- Explore, identify and create complex sentences using a range of conjunctions e.g. *since, until, in case*.
- Read and analyse narrative in order to plan and write own version.
- Identify and discuss the language and structures of narrative for writing.
- Create and develop settings for narratives.
- Create and develop characters for narrative.
- Create and develop plots based on a model.
- Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs*, appropriate to text type.
- Group related material into paragraphs.

#### Recount: Diaries

- Listen to and discuss a range of diaries.
- Read a range of recounts: diaries.
- Analyse and evaluate texts looking at language, structure and presentation e.g. diaries.
- Identify discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Discuss their understanding of the text.
- Make predictions based on details stated.

### Maths

#### 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.

#### Number – fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Solve problems that involve all of the above.
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Compare and order unit fractions, and fractions with the same denominators.
- Add and subtract fractions with the same denominator within one whole.
- Solve problems that involve all of the above.

- 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.
- Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.
- Read and analyse diaries in order to plan and write own versions.
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.
- Identify and discuss the language and structures of diaries for writing.

### Science

#### Forces – Non Contact Forces

- Compare how some things move on different surfaces.
- Notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles (like and unlike poles).
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Pupils should observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (e.g., opening a door, pushing a swing). They should explore the behaviour and everyday uses of different magnets (e.g. bar, ring, button, horseshoe).

### Design and Technology

#### Evaluation of Existing Products

- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Draw/sketch products to help analyse and understand how products are made.
- Identify the strengths and weaknesses of their design ideas in relation to purpose/user.
- Decide which design idea to develop.

#### Focused Tasks: Mechanical and Electrical Systems and ICT

- Develop vocabulary related to the project.
- Use mechanical systems such levers and linkages.
- Use lolly sticks/card to make levers and linkages.
- Use linkages to make movement larger or more varied.

#### Design

- Develop more than one design or adaptation of an initial design.
- Plan a sequence of actions to make a product.

### Music

#### Performing

- Play tuned and untuned instruments with control and rhythmic accuracy.
- Practise, rehearse and present performances with an awareness of the audience.

#### Listening

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Experience how music is produced in different ways and described through relevant established and invented notations.
- Know how time and place can influence the way music is created, performed and heard.

### Computing

- To understand the concept of sequencing and demonstrate correct sequencing in algorithms.
- To understand the concept of repetition and demonstrate the use of a repeat command in an algorithm in order to make a more efficient sequence.
- To use logical reasoning to evaluate programs and debug, detect and correct errors in programs.
- Understand how to plan and write programs that accomplish specific goals, by writing algorithms that are sequenced logically and use the repeat command to be more efficient.
- To understand what an input and output is and be aware of everyday devices and examples (data logger, traffic lights, intruder alarms, physical devices.)

### **Pupils Might Work Scientifically**

- By comparing how different things move and grouping them.
- By raising questions and carrying out tests to find out how far things move on different surfaces.
- By gathering and recording data to find answers to their questions.
- By exploring the strengths of different magnets and finding a fair way to compare them.
- By sorting materials into those that are magnetic and those that are not.
- By looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.
- By identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

- Record the plan by drawing using annotated sketches.
- Use prototypes to develop and share ideas.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.

### **Make**

- Prepare pattern pieces as templates for their design.
- Cut slots.
- Cut internal shapes.
- Select from a range of tools for cutting, shaping, joining and finishing.
- Use tools with accuracy.
- Select from techniques for different parts of the process.
- Select from materials according to their functional properties.
- Plan the stages of the making process.
- Use appropriate finishing techniques.

### **Evaluation (of their Finished Product)**

- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the design criteria of the user.
- Investigate key events and individuals in design and technology.

### **Creating**

- Improvise and develop rhythmic and melodic material when performing.
- Explore, choose, combine and organise musical ideas within musical structures.

### **Knowledge and Understanding**

- Analyse and compare sounds.
- Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect.
- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

### **Musical Elements**

#### **Pitch**

- Determine upwards and downwards direction in listening, performing and moving.
- Recognise and imitate melody patterns in echoes.
- Show the overall contour of melodies as moving upwards, downwards or staying the same.
- Determine movement by step, by leaps or by repeats.
- Perform simple melody patterns.

#### **Duration**

- Indicate the steady beat by movement, including during a silence.
- Respond to changes in the speed of the beat.
- Respond to the strong beats whilst singing.
- Use instruments to keep a steady beat.
- Hold a beat against another part.

		<p><b><u>Dynamics</u></b></p> <ul style="list-style-type: none"> <li>• Recognise differences in dynamic levels.</li> </ul> <p><b><u>Tempo</u></b></p> <ul style="list-style-type: none"> <li>• Identify the differences between fast and slow tempos.</li> <li>• Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul> <p><b><u>Timbre</u></b></p> <ul style="list-style-type: none"> <li>• Describe and aurally identify the tone colours of instruments.</li> <li>• Compare instrumental tone colour.</li> </ul> <p><b><u>Texture</u></b></p> <ul style="list-style-type: none"> <li>• Recognise the difference between thick (many sounds) and thin (few sounds) textures.</li> <li>• Recognise changes in texture.</li> <li>• Identify the melodic line in a texture.</li> <li>• Recognise the difference between unison (one same pitched sound) and harmony (various pitched sounds at the same time).</li> </ul> <p><b><u>Structure</u></b></p> <ul style="list-style-type: none"> <li>• Differentiate between the contrasting sections of a song.</li> </ul>	
<p style="text-align: center;"><b><u>RE</u></b></p> <ul style="list-style-type: none"> <li>• Know what is meant by discipleship.</li> <li>• Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus.</li> <li>• Identify beliefs and values within religious teachings.</li> <li>• Describe how and why Christians might try to follow the example of Jesus through mission and charity work.</li> </ul>	<p style="text-align: center;"><b><u>PE</u></b></p> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>• Select travelling actions to convey different characters, along varied pathways.</li> <li>• Explore the movements of different creatures.</li> <li>• Carry out travelling actions along different pathways.</li> </ul>	<p style="text-align: center;"><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> <li>• Recognise and respond to sound patterns and words.</li> <li>• Perform simple communicative tasks using single words, phrases and short sentences.</li> </ul>	<p style="text-align: center;"><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>• Identify people who they have a special relationship with.</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> <li>• Understand what is meant by the term body space (or personal space).</li> </ul>

<ul style="list-style-type: none"> <li>• Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.</li> <li>• Describe what makes a good leader and why people might want to follow them.</li> <li>• Discuss what motivates people to want to make a difference.</li> <li>• Reflect on their own leadership abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• To explore travelling actions linked to three different settings.</li> <li>• To create a sequence conveying a challenge, using travel, turn and gesture.</li> <li>• To create a sequence using control of body actions and shapes.</li> <li>• To combine all elements of the unit in order to tell a story.</li> </ul> <p><b><u>Outdoor and Adventurous Activities</u></b></p> <ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> </ul> <p><b><u>Net and Wall Games</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and understand instructions, everyday classroom language and praise words.</li> <li>• Recognise some familiar words in written form.</li> <li>• Make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>• Experiment with the writing of simple words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space.</li> <li>• Rehearse strategies for when someone is inappropriately in their body space. Identify qualities of friendship.</li> <li>• Suggest reasons why friends sometimes fall out.</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>
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