Year 3 Spring Term Overview

English:

Reading:

SAM WU is NOT afraid of the DARK:

-Summarising and authorial intent
-Comparing and personal response
-Retrieval and inference
-Prediction and personal response
-Understanding themes
-Comparing and authorial intent
-Summarising and personal response

Operation Gadgetman:

-Summarising and exploring authorial intent
-Retrieval and inference
-Predicting and giving a personal response
-Summarising and giving a personal response
-Comparing and authorial intent
-Comparing and giving a personal response
-Predicting and understanding themes

Writing:

Writing dialogue through narrative:

-Using speech punctuation, past tense, third person perspective, precise vocabulary, historical references and dialogue to move events forward

Performance poetry-including poems form other cultures:

-Prepare and perform a poem using intonation and volume
-Recognise poetic devices
-Compare and review a poem

Third person narrative (animal stories):

-Select precise vocabulary
-Metaphors and expanded noun phrases
-sustaining third person perspective and past tense
-Use adverbs and prepositions
-Creating a simple story plot
-Edit for meaning and impact

Advanced Instructional Writing:

-Identify errors
-Sentence types and word classes
-Imperative verbs, adverbs and prepositions
-Presentational and organisational devices
-Contractions and their expanded form

Maths:



Multiplication and division:

-Count in steps of 3, 4 and 8 from 0, and in tens from any number, forward and backward
-Identify, represent and estimate numbers using different representations, including the number line
-Calculate mentally and write mathematical statements for multiplication and division using the multiplication tables they know
-Calculate written multiplication and division using the grid method and chunking
-Solve problems using multiplication and division



Number - Fractions:

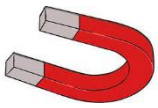
-Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
-Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
-Compare and order unit fractions, and fractions with the same denominators

Measurement - Length, perimeter, mass and capacity:

-Measure, compare, add and subtract lengths (m/cm/mm)
-Measure and compare perimeter
-Measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml)

Science:

Forces and Magnets:



- Compare how things move on different surfaces
- Notice that some forces need contact between 2 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 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

Plants:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants



- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Useful Information for Parents:

Year 3 pupils are expected to read daily/frequently (ideally, at least 5 times per week). Also, Year 3 pupils are expected to practise spellings and times tables ('Frog Club'), weekly.

Spellings: Homework is set weekly on curriculum words, common errors or taught strategies. A paper copy will be sent home, along with an electronic copy on Seesaw.

Reading: Record the page number and a brief comment (from parent/carer) in the reading diary, at least 5 times per week.

Useful websites: Sumdog, TT Rockstars, Hit the Button and Curriculum Visions.

TRIP: Wroxeter Roman City, Wroxeter - linked to our history work.

Art and Design:
Block C - Textiles and collage:
Explore colour, texture and pattern by combining textiles and collage. Look at the work of artist Faith Ringgold and create a collaborative story quilt.
Block D - 3D:
Combine form and texture to build relief images and then create 3D insects, taking inspiration from Louise Bourgeois.

Languages (French):
Block C - Introducing questions: What is your name? How old are you?
-Reading and translating simple introductions
-Writing a simple introduction
-Paired interviews – rehearsing questions and responses

Block D - Revisiting questions and responses:
-Introducing please and thank you
-Identifying verbs in sentences
-Introducing four new classroom items
-Writing appropriate verbs to complete sentences written in the first and second person
-Posing questions relating to classroom items using nouns, verbs and colours.

Computing (including e-safety):
Digital safety - Be Internet Legends!:
Understand:
-How they can protect their online reputation
-How to work out whether information online is true and reliable
-How to make strong passwords to secure the pupils' information online
-Ways in which they can be kind to others online
-How to identify situations of harassment or bullying online
-How to evaluate what it means to be a bystander or helper
-Specific ways to respond to bullying when you see it
-How to behave if you experience harassment

Coding - Selection in quizzes: Explore conditions. Select outcomes. Ask questions. Design a quiz. Test a game. Evaluate a quiz.

Music:
Exploring musical elements:
-Listening to descriptive music
-Match music with visual images
-Creating music for effect
-Selecting and organising sounds



Take part in a Musical picture gallery

Extend singing repertoire:
-Learn songs ready for a spring concert for families
-Performance technique – thinking about the performance from the audience's perspective

Design and Technology:
Block C – Mechanisms:
Investigate various linkages and levers to design and make their own linkages and levers product. Select and use a variety of modelling materials to create their final outcomes.

Block E – Systems:
Pupils will look at different types of energy and how these can be used to power different devices. They will consider how design choices are influenced by energy sources.

Physical Education:
Gymnastics: Perform a japana. Use bounces and broad jumps in a sequence. Attempt a half lever. Transition from a japana to another shape with control. Learn stretches while moving and when we are still to increase our flexibility. Show strength, flexibility and control in our sequence.

Invasion games – Netball: Perform quick, accurate chest passes. Use dodging to get free from our opponent. Catch a netball. Use a bounce pass to feed a goal shooter. Throw for distance using a shoulder pass. Collect a loose ball.

Hockey: Keep close control of the ball using the flat side of the stick. Control the ball and pass it into space. Use a defensive body position. Consistently stop a moving ball ready to pass, move or shoot. Improve our agility and apply it in a game situation. Avoid our feet contacting the ball and apply basic rules to the game.

Basketball: Keep possession of the ball when dribbling. Work as a pair to move forward and attack. Use a defensive body position. Perform a two-handed shot to score baskets. Use a jump ball to restart a game. Know when to move to space to receive the ball.

Physical/mental health and wellbeing - Daily mile

Humanities:
Geography - Study counties and regions of the UK:
-Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics
-Name key topographical features (including hills, mountains, coasts and rivers), and land-use patterns
-Understand how some of these aspects have changed over time

Personal, Social, Health and Economic Education:
Relationships – Families:
Know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, stepparents, blended families, foster and adoptive parents)
Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
Know how people within families should care for each other and the different ways they demonstrate this
Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

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<td>Living in the wider world – Communities:
-Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups
-Know what is meant by a diverse community; how different groups make up the wider/local community around the school
-Know how the community helps everyone to feel included and values the different contributions that people make
-Know the different jobs people do in our community
-Know how to be respectful towards people who may live differently to them</td>
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<td>Religious Education:
Christianity - Jesus’ miracles:
-Could Jesus really heal people?
-Were these miracles or is there some other explanation?
-Do sacred texts have to be ‘true’ to help people understand their religion?
Christianity - Easter/forgiveness:
-What is ‘good’ about Good Friday?
-Recall key events in the Easter story
-Understand why Jesus’ crucifixion symbolises hope for Christians</td>
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