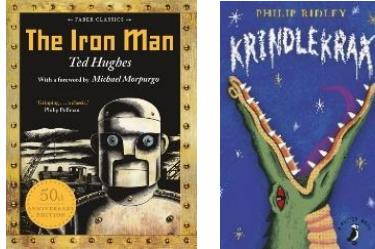
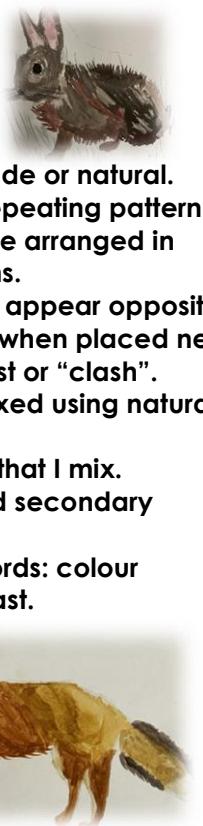


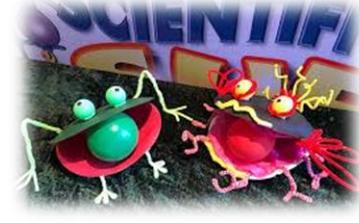
Year 3: Spring Term (First Half)

<p>English</p> <ul style="list-style-type: none"> To identify nouns, verb, adjective. To use adjectives before a noun (2A sentences). To expand sentences using a range of conjunctions (BOBS sentence) To use adverb to describe a verb (ly ending sentence). To improve work by up levelling word choices. To use non-fiction features to write an Information text To edit and publish non-fiction writing To present work for an audience To use a range of strategies to describe To use a Haiku structure to write a poem To use expression when reading work aloud <p>Our Whole Class Reading texts this half term are:</p> 	<p>PSHE / Jigsaw</p> <p>“Dreams and Goals”</p> <ul style="list-style-type: none"> To explain what dreams and ambitions are important to me. To know that I am responsible for my own learning and to explain what helps me to learn. To explain why working with others can be helpful. To choose a partner with whom I can work well. 	<p>Art</p>  <ul style="list-style-type: none"> To print onto paper and textiles. To design my own printing block. To create a repeating pattern. To know that pattern can be man-made or natural. To know that the starting point for a repeating pattern is called a motif, and that a motif can be arranged in different ways to make varied patterns. To know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, create a strong contrast or “clash”. To know that paint colours can be mixed using natural substances. To predict with accuracy the colours that I mix. To say where each of the primary and secondary colours sit on the colour wheel. To know and explain the following words: colour combination, colour spectrum, contrast. To make tints of one colour by adding white. To darken or lighten colours without using black or white.
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<p>Maths</p> <p>Multiplication and Division</p> <ul style="list-style-type: none"> To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and division using known multiplication tables, including two-digit numbers multiplied by one-digit numbers, using mental methods and progressing to formal written methods. To solve problems, including missing number problems, involving multiplication and division <p>Length and Perimeter</p> <ul style="list-style-type: none"> To measure and compare lengths. To add and subtract lengths and measure the perimeter of simple 2-D shapes. <p>Fractions</p>	<p>RE</p> <p>People of God: What is it like to follow God?</p> <ul style="list-style-type: none"> To know that Christians believe God makes covenants or pacts with his people, where people promise to live the way God wants and God promises to stay with them. To outline the stories of Noah and Abraham and explain how God made a covenant with both. To know that Christians often make covenants with God and with each other, and to make links to marriage vows and baptism promises. To give a detailed example of how people today try to live the way God wants, often at personal cost, such as William Booth and the Salvation Army. 	<p>DT</p>
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<ul style="list-style-type: none"> To count up and down in tenths and understand that tenths come from dividing into 10 equal parts or dividing by 10. To recognise, find and write unit and non-unit fractions of a set of objects. To recognise and use fractions as numbers. To recognise and show equivalent fractions using diagrams. To add and subtract fractions with the same denominator within one whole. To compare and order unit fractions and fractions with the same denominator. To solve problems involving fractions. 	<ul style="list-style-type: none"> To understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea into practice. To know that some people do not believe that God made the world. 	
<p>Science – Forces and Magnets</p> <ul style="list-style-type: none"> To compare how things move on different surfaces. To recognise that some forces need contact between objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials but not others. To compare and group everyday materials based on whether they are magnetic. To describe magnets as having two poles. To predict whether two magnets will attract or repel depending on which poles are facing. 	<p>Geography</p> <p>Where does our food come from?</p> <ul style="list-style-type: none"> To make a map of a short route with features in the correct order. To give maps a title to show their purpose. To name and locate some countries and major cities in Europe, including France, Spain and Italy. To begin to understand human geography and trade links between the UK and Europe/the world. To begin to use fieldwork to observe and record human features in my local area using a range of methods, including sketch maps. To offer reasons for observations and judgements about places. 	<p>Music – Kapow- Pentatonic Scale Chinese New Year</p> <ul style="list-style-type: none"> To match movements to the music and explain why those movements were chosen. To accurately notate and play a pentatonic melody. To play a part in a composition confidently. To work as a group to perform a piece of music. 
<p>Computing (Programming – Sequencing Sounds)</p> <ul style="list-style-type: none"> To explore a new programming environment. To identify that each sprite is controlled by the commands I choose. To explain that a program has a start. To recognise that a sequence of commands must be in a specific order. To change the appearance of my project. To create a project from a task description. 	<p>History</p>	<p>PE (Basketball and Dance)</p> <ul style="list-style-type: none"> To control and use the ball when dribbling, passing, receiving, and shooting. To move effectively with the ball and support my team by communicating and finding space. To defend by tracking opponents and attempting to stop or tag them. To repeat, remember, and perform a dance phrase with control. To use counts, dynamics, and expressive qualities to perform in time with a partner or group. To work with others and provide constructive feedback using key words.

Year 3: Spring Term (Second Half)

English	PSHE / Jigsaw	French
<ul style="list-style-type: none"> To identify nouns, verb, adjective. To use a range of descriptive sentences (2A sentences, simile sentences) To expand sentences using a range of conjunctions (BOBS/IF/THEN sentence) To use adverb to describe a verb (ly ending sentence). To start sentences using a range of fronted adverbials (2ed/how/where/when) To write narratives with a clear structure, including a beginning, middle, and end. To use dialogue effectively to show characters' thoughts, feelings, or actions. To write clear explanation texts that give reasons and describe processes in order. 	<p>Healthy Me</p> <ul style="list-style-type: none"> To identify things, people, and places that could be dangerous. To know that there are different types of drugs. To take responsibility for keeping myself and others safe. To express how it feels to be anxious or scared. 	<ul style="list-style-type: none"> To identify 7 different monuments in Paris and name them in French. To listen to and understand the numbers 1-12. To use the verb <i>il y a</i> to talk about what there is in a city. To use the adverb <i>aussi</i> correctly after the verb in spoken sentences. To memorise sentences using strategies like gradually hiding sections. To create oral sentences about Paris using proper nouns, adverbials, a verb, an adverb, and a conjunction. 
<p>Maths</p> <p>Fractions</p> <ul style="list-style-type: none"> To count up and down in tenths and understand that tenths come from dividing into 10 equal parts or dividing by 10. To recognise, find and write unit and non-unit fractions of a set of objects. To recognise and use fractions as numbers. To recognise and show equivalent fractions using diagrams. To add and subtract fractions with the same denominator within one whole. To compare and order unit fractions and fractions with the same denominator. <p>To solve problems involving fractions.</p> <p>Statistics</p> <ul style="list-style-type: none"> To interpret and present data using bar charts, pictograms, and tables. To solve one-step and two-step questions, such as "How many more?" or "How many fewer?", using information from bar charts, pictograms, and tables. 	<p>RE</p> <p>World Faiths – Judaism</p> <ul style="list-style-type: none"> To use prior learning to explain what a synagogue is. To make links between Jewish beliefs and parts of the synagogue or Jewish artefacts. To identify the impact of the Shema on Jewish people's lives. To describe the impact of the synagogue as a place of study, prayer, and gathering. To comment on connections between a synagogue and a church, and between Jewish and Christian beliefs. To suggest what is 'most important' in the synagogue for Jews and compare with others' ideas. To describe how attending synagogue affects Jews, relating this to my own experiences. 	<p>Design Technology</p> <ul style="list-style-type: none"> To explain how a pneumatic system works. To draw and annotate a design showing how I will use pneumatics. To follow my design when making a product, considering materials and adding extra details. To evaluate my final product against the brief, using feedback and aspects of ACCESS FM (Function and Materials). 

<p>Science- Animals including humans</p> <ul style="list-style-type: none"> • To identify that animals, including humans, need the right types and amounts of nutrition. • To know that animals cannot make their own food and get nutrition from what they eat. • To identify that humans and some other animals have skeletons for support and protection. • To identify that muscles work with the skeleton to enable movement. 	<p>Geography</p>	<p>Music – Kapow- Jazz & Year 3 + 4 Production</p> <ul style="list-style-type: none"> • To explain what ragtime music is. • To play on the 'off beat' and sing a syncopated rhythm. • To play a call and then improvise a response. • To improvise or compose a scat singing performance using sounds and words. • To perform confidently as part of a group in a musical production. • To use voice and movement to bring a musical story to life. • To collaborate with others to plan, rehearse, and present a polished performance. 
<p>Computing (Databases)</p> <ul style="list-style-type: none"> • To create questions with yes/no answers. • To create and use a branching database. • To explain why a database needs to be well structured. • To identify objects using a branching database. • To identify the attributes needed to collect relevant data. 	<p>History</p> <p>How did life continue to change in Britain <u>during the Bronze and Iron Age?</u></p> <ul style="list-style-type: none"> • To explain how smelting rocks was used to make bronze and how metal tools and weapons changed over time. • To describe how settlers from mainland Europe, including Beaker people, brought new skills, customs, and beliefs to Britain. • To identify key features of Bronze Age and Iron Age life, including tribes, clans, hillforts, and Cissbury Ring. • To explain how iron replaced bronze as the main material for tools and weapons. • To understand that people lived in tribes and often went to war, leading to defensive settlements like hillforts. • To place the Bronze Age and Iron Age in chronological order and show how they followed the Stone Age and ended with the Roman invasion. • To describe changes in weapons, tools, and living arrangements between the Bronze Age and Iron Age. • To explain continuity and change in Ancient Britain, including how warfare influenced settlements and society. 	<p>PE (Tag Rugby & Dance)</p> <ul style="list-style-type: none"> • To control and use the ball when dribbling, passing, receiving, and shooting. • To move effectively with the ball and support my team by communicating and finding space. • To defend by tracking opponents and attempting to stop or tag them. • To repeat, remember, and perform a dance phrase with control. • To use counts, dynamics, and expressive qualities to perform in time with a partner or group. • To work with others and provide constructive feedback using key words. 