Year 3 Spring Term Overview

Topic:	Spring 1: Britain from the Air		Spring 2: Extreme Survival	
SMSC	Courage and Forgiveness			
PSHE and RSE:	**Living in the wider world**			
	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities	**Media literacy and digital resilience** How the internet is used; assessing information online	**Money and work** Different jobs and skills; job stereotypes; setting personal goals	
English:	**Flotsam - Sequels (mystery narratives)** Setting descriptions, narrative retellings, non-chronological reports, letters (informal) **The Tin Forest - Persuasive information leaflets** Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions		**Cloud Tea Monkeys - Non-chronological reports** Descriptions, 'how to' guides (instructions), letters, discussion **The Last Garden - Own version extended narrative** Setting descriptions, advertisement/ poster, retelling, instructional flyer, social media updates, dialogue **Cinderella of the Nile - Own version narratives** Descriptive passages, how to guides, letters, discussions, non-chronological reports	
Maths:	**Multiplication & Division** Can I answer multiplication and division questions e.g. 16 x 5 or 45 divided by 9 by using known times tables facts? Can I solve more complex problems and missing number questions involving multiplication and division? **Money** Can I work on money problems, adding and subtracting amounts of money and working out how much change is left? Can I use both £ and p in my working? **Statistics** Can I answer questions about bar charts, pictograms and tables and make my own bar charts, pictograms and tables? Can I answer Maths problems such as 'How many more?' and 'How many fewer?' by interpreting bar charts, pictograms and tables?		**Measurement: Length and Perimeter** Can I identify and estimate numbers in different representations and using different units e.g. length (mm and m)? Can I measure and compare in these units: lengths (m/cm/mm)? Can I measure the perimeter of a 2-D shape e.g. a square or triangle? **Fractions** Can I count up and down in tenths? Can I explain that tenths can be found by dividing an object or shape into ten equal parts or by dividing numbers by 10? Can I find a fraction (e.g. 2/5 or 3/4) of a set of objects? Can I explain how to find fractions of a number or shape - e.g. 3/5, 1/4 or 4/6? Can I show that some fractions are equivalent (have the same value) - e.g. 1/2 = 3/6 = 5/10 or 1/3 = 3/9?	

Science:	**Animals, including humans** • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Forces and magnets** • compare how 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 • predict whether two magnets will attract or repel each other, depending on which poles are facing.
History:	How to obtain information from secondary sources, including aerial photographs. How the Victorians changed Britain's landscape.	
Geography:	How to ask geographical questions. How to use atlases, maps and plans at a range of scales. What places are like in their locality.	How to use maps, atlases, globes and digital/computer mapping to locate areas of extreme heat and cold. How to explain why some areas are very cold and some very hot. How to describe and understand what life is like in those places for people, animals and vegetation.
DT:	**Structures** – Constructing a castle	**Mechanical systems –** Making a moving monster
Computing:	**Programming A – Sequence in music** To explore a new programming environment. To identify that commands have an outcome. To explain that a program has a start. To recognise that a sequence of commands can have an order. To change the appearance of my project. To create a project from a task description.	**Data and information – Branching databases** To create questions with yes/no answers. To identify the object attributes needed to collect relevant data. To create a branching database. To explain why it is helpful for a database to be well structured. To identify objects using a branching database. To compare the information shown in a pictogram with a branching database
Music:	Charanga Unit: Three little birds	Charanga Unit: The dragon song
Art:	UK artist-Kev Munday	
PE:	**Gymnastics** **Dance** – Rollercoasters	**Dance** – Bollywood **Games** – Football
RE:	**BELIEVING -** Why is the Bible important to Christians today?	**EXPRESSING** - Why do people pray?
Spanish:	(Language Angels) I Can	(Language Angels) Ancient Britain