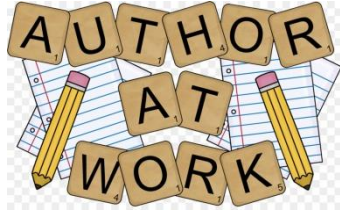


Year 3 - Spring 2

Writing

In writing lessons, we will be continuing to focus on our class text *The BFG*. We will also use a video clip entitled *The Dreamgiver* to inspire our creative writing also.



In our fiction writing we will use learning from our Topic lessons to write a non-chronological report about natural disasters.

Our poetry focus will be *Air* by Michael Rosen.

Reading

Our reading will continue to focus upon *The BFG* by Roald Dahl.

We will use the **VIPERS** approach to teach the skills of reading. These are:

V – Vocabulary (Find and explain the meaning of words in context.)

I – Infer (Make and justify inferences using evidence from the text.)

P – Predict (Predict what might happen from details given or implied.)

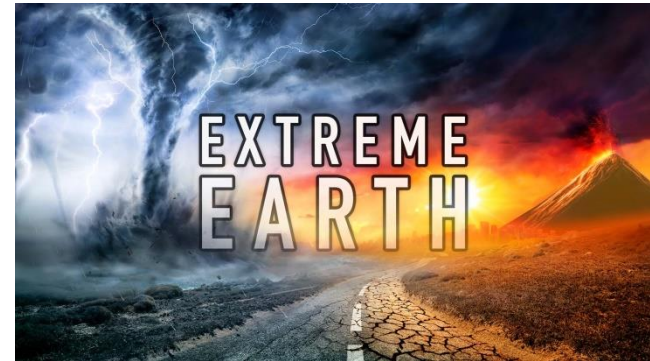
E – Explain (Explain themes and patterns, and how content is related.)

R – Retrieve (Retrieve and record information and key details from the text.)

S – Summarise (Summarise main ideas from more than one paragraph.)



Other non-fiction texts will be used to ensure the children experience a broad range of text types. This includes our poetry focus of *Air* by Michael Rosen.



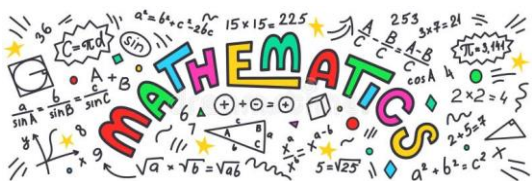
How do we respond to change?

PSHE

Me and My Safety

- Recognise the difference between right and wrong, readily apply this understanding to own lives and, in so doing, respect the civil and criminal law of England
- Understand the consequences of our behaviour and actions
- Develop and demonstrate skills and attitudes that will allow us to participate fully in and contribute positively to life in modern Britain.
- Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others.
- To deepen our understanding of risk by recognising, predicting and assessing risks in different situations
- Decide how to manage risks responsibly and to use this as an opportunity to build resilience.
- To be able to use basic techniques for resisting pressure to do wrong.
- Begin to understand the concept of keeping something confidential or secret and when we should or should not agree to do this.

Maths



Multiplication and Division

- Divide a 2-digit number by a 1-digit number – flexible partitioning.
- Divide a 2-digit number by a 1-digit number – with remainders.
- Scaling
- Applying multiplication in different ways.

Length and Perimeter

- Measure in metres, centimetres and millimetres
- Equivalent lengths
- Compare lengths
- Add and subtract lengths
- Measure and calculate perimeter

Fractions

- Understand the denominators of unit fractions
- Compare and order fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions

Writing

- Consistently use simple and compound sentences with some attempt to form complex sentences which are grammatically correct and punctuated correctly.
- Sentences with more than one clause increasingly evident.
- Increasing variety of sentence openers.
- Use of conjunctions: *when, before, after, while, so, because*.
- Use of adverbs: *then, next, soon, therefore*.
- Use of prepositions: *before, after, while, during, in, because of*.
- 1st & 3rd person & tense used consistently.
- Present and past tense including progressive form correctly chosen and mostly consistently used throughout.
- *a* or *an* used correctly.
- Cl. ! ? mostly used accurately.
- Cl for proper nouns mostly used accurately.
- Apostrophe use increasingly accurate for contractions, singular and plural possession.
- Usually using “...” for direct speech.
- Start to show awareness of commas to mark phrases and clauses and in lists.
- Plans using ideas gathered from wider reading and modelling.
- Demonstrates understanding of purpose and audience.
- Main features of story structure: beginning, middle and developed resolution.
- Usually groups similar information together starting to use paragraphs.
- Simple overall structure of chosen non-fiction text is usually appropriate.
- In non-fiction uses headings, sub headings where appropriate.
- With increasing accuracy proof reads and checks for errors in punctuation grammar and spelling.
- Simple improvements to their own and others work.
- Deliberate uses of adventurous word choices to add detail and engage reader e.g. adding adverbs to verbs.
- Technical language appropriate to text type.
- Some spelling rules from and some y3/4 words (see NC appendix 1).
- Further homophones and possessive apostrophe.
- Diagonal and horizontal strokes to join letters, understanding which are best left unjoined.

■ = Spring focus

Reading

- Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) .
- Apply knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter, super-, anti-, and auto- and read aloud to understand the meaning of new words .
- Apply knowledge of root words and suffixes/word endings, including – ation, -ly, -ous, -ture, -stion, -ssion and – cian and read aloud to understand the meaning of new words.
- Read Y3/Y4 common exception words.
- Develop a positive attitude to reading and understand what is read by:
 - Recognising and discussing the different features of a variety of texts;
 - Discussing author’s choice of words and phrases for effect
- Understand what I have read in books and read independently, by:
 - Asking and answering questions appropriately, including some simple inference questions based on character’s feelings, thoughts and motives
- Retrieve and record information from non-fiction

Reading is covered daily through VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising) where all objectives are covered.



Science Forces and Magnets



- Compare how things move on different surfaces.
- Know 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.



Computing Branching Databases

- Develop an understanding of what a branching database is and how to create one.
- Use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects.
- Create physical and on-screen branching databases.
- Create an identification tool using a branching database, and test by using it.
- Consider real-world applications for branching databases

Art - Drawing Georgia O'Keefe

Evaluate the work of Georgia O'Keefe and use this as a stimulus to create our own drawings. We will experiment with a variety of media; different types of chalks and pastels, pencil etc. We will be able to control the types of marks made with the range of media.



- Experiment in ways in which surface detail can be added to drawings
- Use journals to collect and record information from difference sources.
- Draw for a sustained period of time at an appropriate level.
- Begin to show an awareness of objects having a third
- Apply tone in a drawing in a simple way.
- Create textures with a wide range of drawing implements
- Apply a simple use of pattern in a drawing



RE Symbols in Worship



RE is covered through three keys words – Explore, Engage and Reflect.

Explore:

- Identify the use of symbols, actions and gestures to create a sense of occasion and to show how these might contribute to a sense of identity and belonging.
- Identify the use of symbols, actions and gestures in worship and explain how these might give believers a sense of identity and belonging.

Engage:

- Explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by different communities.

Reflect:

- Identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value.

Music More Musical Styles

How does music help us get to know our community?



Music, with all its styles, has changed and shaped lives around the world.

When you listen to music and it changes from loud to quiet or quiet to loud, it can be very exciting! We call these changes 'dynamics'. Loud sounds are called 'forte', and quiet sounds are called 'piano'. We will explore these changes in dynamics within the music in this unit.



PE Dance

Compose:

- Beginning to improvise dance phrases/dances to communicate an idea

Develop movement using;

- Actions (WHAT) – travel, turn, gesture, jump, stillness
- Space (WHERE) – formation, direction and levels
- Relationships (WHO) – whole group/duo/solo, unison/canon
- Dynamics (HOW) – explore speed, energy
- Choreographic devices, motif, motif development and repetition.
- Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end
- Link phrases to music

Perform:

- Perform dance to an audience showing confidence
- Beginning to create longer dance sequences in a larger group.
- Show co-ordination, control and strength (Technical Skills)
- Show focus, projection and musicality (Expressive Skills)
- Demonstrate different dance actions with precision and some control – travel, turn, gesture, jump and stillness
- Demonstrate dynamic qualities – speed, energy and continuity
- Demonstrate use of space – levels, directions, pathways and body shape
- Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting

Appreciate:

- Show awareness of different dance styles and traditions.
- Compare and comment on their own and other's work – strengths and areas for improvement
- Modifies parts of sequence as a result of self-evaluation.
- Uses simple dance vocabulary to compare and improve work.

MFL



Within French lessons we will cover the key areas of:

- Oracy (speaking and listening)
- Literacy, including grammatical understanding
- Cultural understanding
- Knowledge and language

Family and Friends

- identify and introduce some of our relations;
- name some common pets
- recognise some rooms in our home
- consider whether nouns are masculine or feminine
- make new sentences by substituting other vocabulary appropriately

Geography

Extreme Earth

Key question - *How do we respond to change?*



- Describe and understand key aspects of Volcanoes.
- Ask and answer geographical questions (about cause and effect)
- Describe and understand key aspects of earthquakes.
- Identify connections, contrasts and trends.
- Plan, conduct and evaluate a study on either a volcanic eruption or an earthquake.
- Explain the usefulness, reliability and relevance of information and sources.
- Read and interpret statistics.