

YEAR GROUP: 3	TERM: Spring 1	TITLE: Myths and legends
ENGLISH	MATHS	SCIENCE
<p>WRITING</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • spell further homophones • spell words that are often misspelt • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Increase the legibility, consistency and quality of handwriting. • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme in narratives creating settings, characters and plot. • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, 	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 3, 4 and 8 times table. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. • Solve problems including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. • interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 	<ul style="list-style-type: none"> • Recognise that dark is the absence of light and describe how light behaves. • Identify that light is reflected from surfaces, using equipment such as mirrors to demonstrate. • Classify a range of objects as either light sources or light reflectors. • Explain that when a light source is blocked a shadow is formed. • Compare how the size, shape and sharpness of shadows can change, using equipment or models. • Recognise that light from the sun is damaging for vision and the skin, and how we can protect ourselves. • Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships • Take accurate measurements using standard units • Record their findings using scientific language and present in note form, writing frame, diagrams, tables and charts. • Use ideas to pose questions, independently about the world around them • Draw, with help, a simple conclusion based on evidence from an enquiry or observation

including the accurate use of pronouns in sentences

- proof read for spelling and punctuation errors
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- form nouns using prefixes (super-, anti-)
- Use and understand grammatical terminology./

READING

- Increase their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of this orally.
- identifying themes and conventions in a wide range of books
- using dictionaries to check the meaning of words that they have read
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- discussing words and phrases that capture the reader's interest and imagination

- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- Use spoken language to develop understanding.
- Speak audibly and fluently with an increasing command of standard English.

COMPUTING	RE	PE
<ul style="list-style-type: none"> • Use software or search engines effectively. • Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting. • Identify how to select information to put into a data table. Recognise which information is suitable for their topic. • Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life. 	<ul style="list-style-type: none"> • Explore the origins of sacred writings and consider their importance for believers today • Explore the life of key religious figures and make links with teachings and practices of special significance to followers • Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions • Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings • 	<ul style="list-style-type: none"> • Compare, develop and adapt movement and motifs to create movement patterns. • Create/perform a sequence of movements showing good balance/body tone. Recognise their strengths in PE, identify areas for improvement.
FRENCH	PSHE	MUSIC
<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Say/repeat a simple sentence using familiar vocabulary. • Pronounce their name and other words and phrased correctly. • Read key words correctly, using visual cues to support. • Copy simple words correctly. • Identify objects sign key words. • Choose simple words or phrases, coping them correctly. 	<ul style="list-style-type: none"> • Dreams and goals • Describe a person who has faced difficult challenges and achieved success. • Identify a dream/ambition that is important to them. • Recognise things they are good at and identify simple goals. • Respond to the need for positive affirmation for their self and others. • Enjoy facing new learning challenges and working out the best ways for to achieve them. • Be motivated and enthusiastic about achieving new challenges. • Recognise obstacles which might hinder 	<ul style="list-style-type: none"> • Use voice and musical instruments with increasing accuracy, fluency, control and expression. • Create and repeat extended rhythmic patterns vocally or by clapping. • Use standard and invented symbols to represent sounds. • Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.

	<p>achievement.</p> <ul style="list-style-type: none"> • Evaluate their own learning process. • Describe different ways, people earn and manage money and their personal finances, including how to budget. 	
ART/DT	HISTORY	GEOGRAPHY
<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Communicate ideas through discussion. • Select from and use a range of ingredients. • Understand how key events and individuals in design and technology have helped shape the world. • Measure and mark wood/dowel. • Build models, incorporating circuits, with buzzers and bulbs. • Imprint a range of patterns into modelling materials e.g. clay, dough, and paper mache. • Use a range of artistic vocabulary to compare artworks of a particular genre or movement. 	<ul style="list-style-type: none"> • Ancient Greece - a study of Greek life and achievements and their influence on the western world. • Use appropriate historical vocabulary to describe key features of a time. • Choose the most important source material for a task, showing awareness of a range of sources. • Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people • Suggest useful research questions. • Show developing understanding of chronology by beginning to realise that the past can be divided into different influenced change. • Explain how a significant figure of a period influenced change. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. • Describe and compare different features of human and physical geography of a place, offering explanation for the locations for some of these features. • Identify changes in the local and global environment. • Draw sketch maps and plans using agreed symbols for a key.