

YEAR GROUP: 3	TERM: Spring 2	TITLE: Tribal Tales
ENGLISH	MATHS	SCIENCE
<p>WRITING</p> <ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • use the diagonal and horizontal strokes that are needed to • join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting • 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, progressively building a varied and rich vocabulary and an increasing range of sentence structures • in narratives, creating settings, characters and plot 	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); • measure the perimeter of simple 2-D shapes • count up and down in tenths • recognise that tenths arise from dividing an object into 10 equal parts and in dividing one - digit numbers or quantities by 10. • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators 	<ul style="list-style-type: none"> • Identify and describe the functions of common plant parts. Explain how their structure is suited to their function (e.g. roots are long and branched to provide good anchorage). • Sort and classify a range of seeds into broad dispersal methods, such as wind (dandelion), water (coconut) or animal (yew). • Draw a simple diagram to show how water is transported through a plant. • Compare and describe how requirements for growth vary from plant to plant and how this relates to a plant's environment, such as with climbing and alpine plants. • Recognise that plants make their own food necessary for growth and survival, storing it in their leaves. • Order pictures showing the stages in the life cycle of a plant. • Allocate different stages of a plant's life cycle to different seasons, suggesting reasons why the stages occur when they do. • Compare and explain the effect of different factors on plant growth, including light and nutrition. • Record their findings using scientific language and present in note form, writing frame, diagrams, tables and

- using and punctuating direct speech (i.e. Inverted commas)
- Use relevant strategies to build vocabulary
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

READING

- Identifying themes and conventions in a wide range of books and preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- reading books that are structured in different ways and reading for a range of purposes
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

charts.

- Use ideas to pose questions, independently about the world around them
- Discuss enquiry methods and describe a fair test
- Make decisions about what to observe during an investigation

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. • Recognise online behaviours that would be unfair. Show respect for individual and intellectual property. • 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 meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers • Identify the main features and patterns of an act of worship and talk about the importance of worship for believers • Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour 	<ul style="list-style-type: none"> • Create/perform a sequence of movements showing good balance/body tone. Recognise their strengths in PE, identify areas for improvement. • Vary height and speed in a sequence of gymnastic movements. • Work effectively as part of a team to safely navigate to familiar places, solving problems and evaluating their performance.
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. • Choose simple words or phrases, coping them correctly. 	<p>Healthy Me</p> <ul style="list-style-type: none"> • To identify and put into practise some skills of friendship. • To know and can use strategies to keep safe. • To explain how some of the actions and work of people around the world help and influence our life. • To know how to express appreciation to friends and family. 	<p>Easter Concert</p> <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. • Use relevant musical vocabulary e.g. pitch, rhythm, pulse, tempo when talking about the element of music within a piece.
ART/DT	HISTORY	GEOGRAPHY

<ul style="list-style-type: none">• Use ICT packages to create a labelled design or plan, in detail.• Make realistic plans, identifying processes, equipment and materials needed.• Try an alternative way of fixing something, if their first attempt isn't successful.• Join fabrics using a running stitch.• Create a simple pattern for a design.• Cut slots in card and create nets.• Use a range of modelling materials and tools, choosing the one most appropriate to a given task.• Explain the purpose of a given task and identify the ideal materials and tools for the job.	<ul style="list-style-type: none">• Describe some of the main changes in Britain resulting from an event e.g. an invasion or war.• Express an opinion on whether a person or event had a positive or negative impact on life in Britain.• Describe how their own lives are similar or different to children living in past times.• Describe how national changes affected their locality.	<ul style="list-style-type: none">• Identify key physical and human features including hills, mountains, coasts and rivers. Land use patterns; and understand how some of these have changed over time.• Human geography including: types of settlement and land use, economic activity and distribution of natural resources.• Provide reasons for their observations, views and judgements regarding places and environments.• Use the eight points of a compass to describe the location of a country or geographical feature.
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