

# Year 3 Spring Term

## English

> Arthur & The Golden Rope by  
Joe Todd-Stanton

Myth Narrative

Using fronted adverbials, becoming confident with spelling patterns and building on sentence accuracy.

Instructional Guide

Using a wide range of conjunctions and adverbials.

> The Lost Happy Endings by  
Carol Ann Duffy

Twisted Narrative

Possessive apostrophes and expanded noun phrases.

Persuasive Letter

Adding the suffix -tion and -sion

## Maths

> Multiplication and Division

Multiply a 2 digit number by a 1 digit number.

Divide a 2 digit number by a 1 digit number.

> Length and perimeter

Measure in metres, centimetres and millimetres.

Measure and calculate perimeter.

> Fractions

Compare and order unit and non-unit fractions.

> Mass and capacity

Measure mass in kilograms and grams.

Compare, add and subtract mass.

Measure capacity and volume in litres and millilitres.

## Science

> Light

Identify the difference between light sources and non light sources.

Explore that light comes from the sun and how to stay safe.

Explore materials which are reflective.

Discover how shadows are formed.

Investigate how you can change the size of a shadow.

> Animals including humans

Explore the 5 key food groups.

Learn about the nutrition in the food we eat.

Learn about different types of skeletons.

Learn about the human skeleton.

Learn about animals and their skeletons.

Explore the role of muscles.

## History

> How hard was it to invade & settle in Britain?

Explain how the Britons felt when the Romans left Britain.

Suggest reasons for the Anglo-Saxon invasion of Britain.

Name the key features of Anglo-Saxon settlements.

Identify changes and continuities in settlements from prehistoric Britain.

Make inferences about artefacts.

Describe how Anglo-Saxon beliefs changed.

## Geography

> Where does our food come from?

Identify that different foods grow in different biomes and say why.

Explain which food has the most significant negative impact on the environment.

Consider a change people can make to reduce the negative impact of food production.

Describe the intentions around trading responsibly.

Explain that food imports can be both helpful and harmful.

## Design Technology

To design and make a sandwich, focusing on local produce.

To design and plan a sandwich for a particular purpose.

To be able to create a healthy sandwich.

To be able to evaluate a finished product.

## PE

> Gymnastics

Floor work focusing on balance, shapes and flexibility.

Travelling, climbing, swinging, hanging, jumping and landing.

> Badminton

Creating space for others.

Movement around the court.

## Art

Identifying the features of Anglo Saxon houses; comparing Anglo-Saxon and prehistoric houses; and learning the building techniques of the past. Experiment with different grades of pencil and other implements to achieve variation in tone. Apply tone in a drawing in a simple way. Create textures with a wide range of drawing implements.

## **Computing**

### > Touch typing

To introduce typing terminology.

To understand the correct way to sit at the keyboard.

To learn how to use the home, top and bottom row keys.

To practice and improve typing for home, bottom, and top rows.

To practice the keys typed with the left hand.

To practice the keys typed with the right hand.

### >Email

To think about the different methods of communication.

To open and respond to an email.

To write an email to someone from an address book.

### >Branching Databases

To sort objects using just YES/NO questions.

To complete a branching database using 2Question.

## **PSHRE**

### > One World

To discuss ways in which people's lives are similar and different and give reasons for these differences.

To explore differences of opinion and identify if I feel these are fair.

To think about the lives of people living in other places, make considered decisions and give reasons for my opinions.

To recognise how my actions impact on people living in different countries.

### > Digital Wellbeing

To identify the positives and negatives of being online.

To understand how I can make the Internet a safer place.

To know how to stay safe when communicating online and what to do if I don't feel safe.

To decide how reliable online information is and know how to share information responsibly online.

## **RE**

### Text and Religious Artefacts

Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).

Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr

Identify ways in which the Jews show respect for the Torah.

### Salvation and Resurrection

Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus & Easter.

## **Music**

Continue to develop musicality skills through learning to play the recorder

Developing an appreciation of orchestral music, it's instruments and their role in the music.

Be able to sing and walk, move or perform body percussion to a steady beat with others, changing the speed of movement in line with changes in the tempo of the music.

## **French**

To understand some animal nouns. To tell someone what my favourite animal is. I write sentences about animals. To learn about French traditions. To say and write numbers between 1-15. To read and write dates in French. To understand Easter vocabulary.