



Year 3 Spring 2

Writing

Use of quality texts to inspire and model writing both fiction and non-fiction.

- Begin to use **inverted commas** to punctuate speech
- Begin to understand the purpose of **paragraphs**
- Use conjunctions to create longer more complex **sentences**
- Plan and write using a variety of genres including diary entries, non-fiction texts, character studies and descriptions
- Know and use more complex sentence structures including fronted adverbials with correct punctuation
- **Spelling patterns:** homophones, prefixes bi and re, gue and que endings, sh spelt c

Reading

- Individual reading and interventions as necessary
- Guided Reading in class Mr Penguin and the Lost Treasure

P.E.

Hockey and Tennis

DT

British Inventors

- I can explain how concrete is used to make structures more stable.
- I can create a structure strong enough to hold a dictionary using just newspaper and tape.

SCIENCE

Health and Movement

- asking relevant questions and using different types of scientific enquiries to answer them
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- 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

RE

CHRISTIANITY: How did Jesus change lives – and how is it 'good news'?

- Who has changed your life or made an impact on it in some way? Who do you 'follow'? How did Peter become a disciple of Jesus?
- How was Jesus 'good news' for people?
- What is a miracle? How were people changed by Jesus' miracles?
- Can broken relationships be mended? How did Jesus do this?
- How did Jesus' forgiveness / restoration change Peter? What about Christians today? What impact might these stories have on the Christian community?
- What have we learned about forgiveness? How did Jesus change lives? – and how is this 'good news'?

HISTORY

Invaders and Settlers – Romans

- I can identify simple cause and effect relationships.
- I can compare and contrast ways of life between Roman Britain and life in Britain today.
- I can identify and describe similarities and differences between Roman Britain and Britain today.
- I know that societies in the past were made up of people with different backgrounds, cultures and experiences.
- I can identify different social groups in Roman Britain and compare their experiences.
- I can ask and answer simple questions about Roman Britain.
- I can identify different types of sources and describe their features (e.g. written/oral).
- I know some of the factors to consider when analysing historical sources, e.g. nature, origin, purpose.
- I can use sources to find out information about Roman Britain.
- I can examine and discuss the content and context of a source.
- I know that interpretations of the past can vary.
- I can consider why certain stories were not told.
- I can describe what these sources tell us about Roman Britain.
- I can select and summarise information and evidence from sources to answer questions about Roman Britain.

COMPUTING

Simulations

- To consider what simulations are.
- To explore a simulation.
- To analyse and evaluate a simulation

MUSIC

The Dragon Song – appraise, compose and perform

MATHS

Fractions

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number
- Equivalent fractions on a number line
- Equivalent fractions as bar models

• Mass and Capacity

- Use scales
- Measure mass in grams
- Measure mass in kilograms and grams
- Equivalent masses (kilograms and grams)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres
- Measure capacity and volume in litres and millilitres
- Equivalent capacities and volumes (litres and millilitres)
- Compare capacity and volume
 - Add and subtract capacity and volume

French

Family and Friends

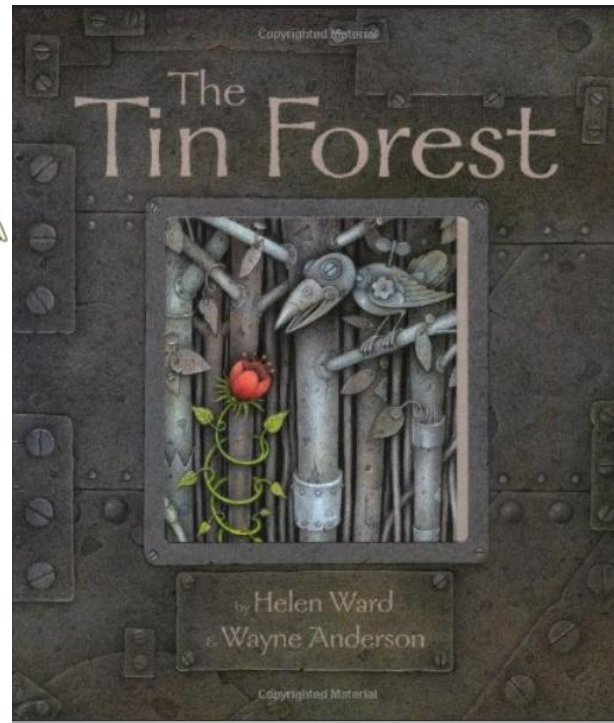
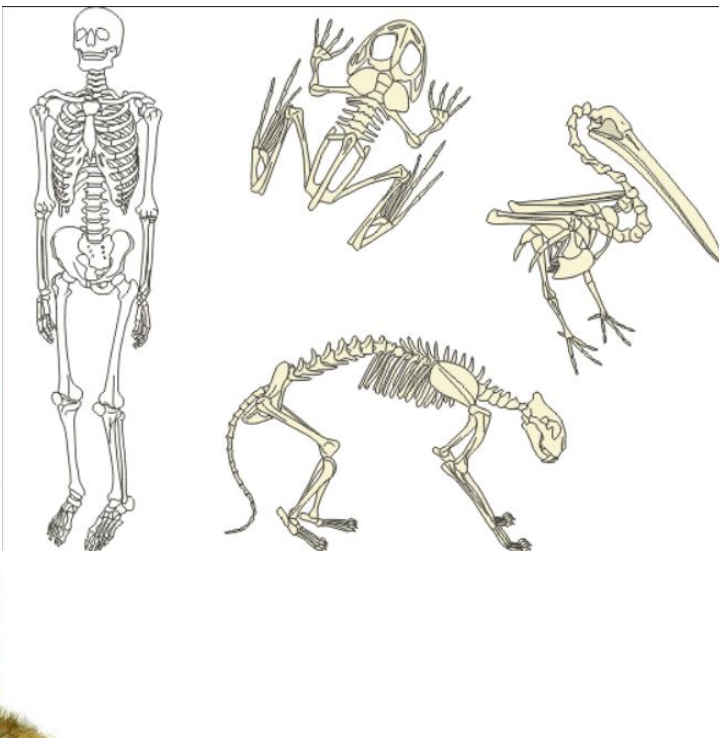
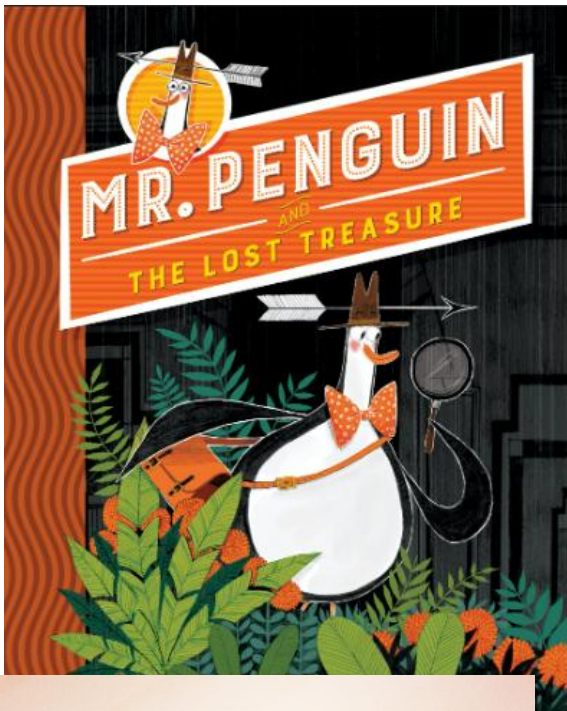
Trips/Visits

Roman artefact box from Chertsey Museum

PSHE

Healthy Me

Keeping healthy and knowing how to help keep others healthy too

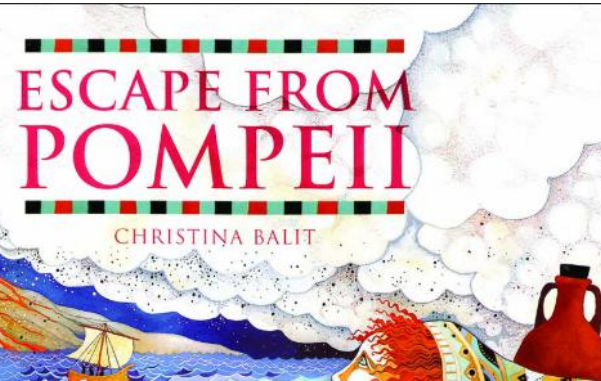


GOOD NEWS

Inverted Commas



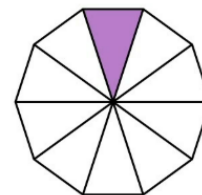
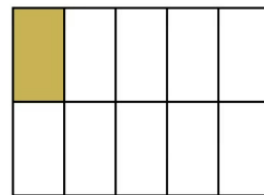
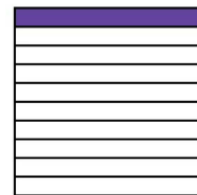
Inverted commas are used around the words in direct speech.
"Hello there!" Suzy called.



Which Column Is The Strongest



Strongest



one-tenth

$\frac{1}{10}$