

Engage:

Express:

Literacy

Apply their growing knowledge of root words, prefixes and suffixes to read and understand new words

Understand what they read, in books they can read independently, by:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
- Develop spelling and handwriting skills in line with curriculum objectives

Pupils should be taught to:

- plan their writing
- draft and write
- evaluate and edit

Extend the range of sentences with more than one clause by using a wider range of conjunctions

Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

Physical Development

Gymnastics:

Learn the stages of a backwards roll

Be able to link this with other skills previously learnt

To be able to transfer weight from feet to hands using a partner

Be able to perform a backward roll ending in variety of finishing shapes

Use a variety of jumps and balances on and off apparatus

Working in a partner, practice and discuss a range of rolls, balances and travelling techniques

Create a sequence of 3-5 movements and perform to the rest of the class

Swimming

Personal, Social and Emotional Development

PSCHE: Going for Goals

Taking responsibility – for our successes and when things go wrong

Waiting for what you want – persistence (keeping going)

Resilience – bouncing back/maintaining effort

Setting and achieving goals

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Ladder to success I would be, but

Excuses, excuses! Making wise choices

Planning for: "Looking at risk"

R.E.: Judaism: God and the Torah

Jews believe that God:

-Is One

-Is the creator

-Cares for all people

Beliefs about God expressed through:

-The Shema

-The first four of the Ten Commandments

-Psalms, songs and prayers

-Stories from the Tenakh

-The Torah

-Rules e.g. the Ten Commandments

-Sayings which express values e.g. 'love your neighbour as yourself'

-Stories about the beginning of the world and the people of Israel.

SPRING TERM 2017

Objectives

William Morris Time Travellers -

Tribal Tales

Year 3

Mathematics

Understanding of the World

HISTORY: Changes in Britain from the Stone Age to the Iron Age

Sequence the early ages of Britain chronologically

Learn about how life was different during each age, and how it progressed through the period

Learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Investigate Bronze Age religion, technology and travel, for example, Stonehenge

Learn about Iron Age hill forts: tribal kingdoms, farming, art and culture

SCIENCE: Rocks

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

COMPUTING: Digital Literacy

Use digital content created by others responsibly, adhering to the rules of plagiarism and copyright

Use search technologies effectively

Be discerning in evaluating digital content

Select and use a range of media to create a document

Use digital devices to create, edit and share videos.

Understand and generate QR codes

Languages

Understand a few familiar spoken words and phrases - e.g. the teacher's instructions, numbers.

Read, recognise and write simple words - numbers

Say and repeat single words and short simple phrases e.g. a simple greeting, using numbers

Expressive Art and Design

Art and Design:

Print simple pictures using different printing techniques.

Continue to explore both mono-printing and relief printing.

Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.

Demonstrate experience in 3 colour printing.

Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Demonstrate experience in combining prints taken from different objects to produce an end piece.

Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music