

# YEAR 3- Spring 2

## Victorian London

### Pupils can:

compare how things move on different surfaces  
 notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  
 observe how magnets attract or repel each other and attract some materials and not others  
 compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  
 describe magnets as having 2 poles  
 predict whether 2 magnets will attract or repel each other, depending on which poles are facing

To identify what makes a good friend and how we can make sure people are friendly to each other  
 To identify what good teamwork is and how we can work better as a team  
 To investigate what good sportsmanship is and how we can enjoy team games  
 To discuss how making mistakes is an important part of learning

### Art and Design

Working with charcoal and chalk  
 Watercolours  
 Junk modelling  
 Printing

### Music

In Harmony



### Pupils will be taught:

-tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks  
 -estimate and read time with increasing accuracy to the nearest minute; ----- =record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight  
 -know the number of seconds in a minute and the number of days in each month, year and leap year

-compare durations of events  
 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 denominator  
 -recognise and show, using diagrams, equivalent fractions with small denominators

add and subtract fractions with the same denominator within

$$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$$

one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]

- compare and order unit fractions, and fractions with the same denominators
- solve problems that involve all of the above

### Pupils will be taught:

To plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and by discussing and recording ideas

To draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

- by organising paragraphs around a theme  
 - in narratives, creating settings, characters and plot  
 -in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Indoor activities: Gymnastics

Outdoor activities: Hockey