



# THERE'S NO FULL STOP TO LEARNING

Year: 3

Term: Spring 2 2020

Topic: Victorians

*Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

## Maths

Tell the time in five minutes

Understand Roman Numerals

Use pictograms to interoperate intervals and units of time.

Find fractions of amounts and unit and non unit fractions using division.

Understand multiplication and division as inverse number operations.

Partition to double, halve and multiply

Revise column addition

Identify, describe and sort 3D shapes.

Add and subtract multiples of 10 and near multiples.

## RE

The need for rules in life and why they are important for belonging to the school community. The need to be accountable when doing some jobs

Further details about the life and ministry of Jesus linked to the story in the Bible. Jesus' friends and followers. The story of Zacchaeus and how Jesus showed him the way to live. Jesus' death and resurrection.

## Art/DT

Use a sketchbook for recording observations, for experimenting with technique or planning out ideas.

Experiment with different materials to create a range of effects and use these techniques in a finished piece of work.

Explain what they like and dislike about their work.

## Writing:

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

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.

Use conjunctions, adverbs and prepositions to express time and cause.

Use fronted adverbials

Use commas after fronted adverbials

Indicating possession by using the possessive apostrophe with plural nouns

Use and punctuating direct speech

Compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Organise paragraphs around a theme.

## Reading:

Read aloud and understand new words they meet.

Read further exception words noting unusual spelling / sound correspondence

Check text makes sense

Ask and answer question about a text.

Draw simple inferences from text.

## Skills and Knowledge

### Music

Play and perform in solo and ensemble contexts

Use their voice and play musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

**Computing:** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## Science

i. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

ii. explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

iii. investigate the way in which water is transported within plants

### Thinking scientifically

i. asking relevant questions and using different types of scientific enquiries to answer them

ii. setting up simple practical enquiries, comparative and fair tests

iii. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

iv. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

v. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

vi. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

vii. using results to draw simple conclusions, make predictions for new values, suggest

improvements and raise further questions

viii. identifying differences, similarities or changes related to simple scientific ideas and processes

ix. using straightforward scientific evidence to answer questions or to support their findings

## Geography/History

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Name and locate counties and cities of the United Kingdom, geographical regions

and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

## PE

Tennis

Swimming