

Year 3 Spring Overview

English

> RWI Spelling

Spring 1 —The Rhythm of the Rain by Grahame Baker-Smith

- Writing a setting narrative.
- Writing an information leaflet.

Spring 2—Mystery Text

Within each of the units, we will learn about a range of sentence styles including those with varied punctuation.

Maths

Multiplication and Division .

- Multiply a 2-digit number by a 1-digit number – no exchange
- Multiply a 2-digit number by a 1-digit number – with exchange
- Divide a 2-digit number by a 1-digit number – no exchange
- Divide a 2-digit number by a 1-digit number – flexible partitioning
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Length and perimeter.

- Measure in metres and centimetres
- Measure in millimetres
- Measure in centimetres and millimetres
- Metres, centimetres and millimetres

Fractions.

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions

MFL (French)

Animals

- To understand some animal nouns in French.
- To recognise animal nouns in the plural.
- To say what animals I have.
- To tell someone what my favourite animal is.
- To listen and join in a story about animals.
- To use a model to write a simple story about animals.

Carnivals and Numbers

- To learn about French traditions and take part in a carnival celebration.
- To say and write some numbers between 1 and 16.
- To say and write some numbers up to 20.
- I can take part in a simple dialogue about myself.

Science

Animals including humans.

- Explore the 5 key food groups
- Learn about the nutrition in the food we eat
- Learn about the different types of skeletons
- Learn about the human skeleton
- Learn about animals and their skeletons
- Explore the role of muscles

Plants

- Compare the effects of different factors on plant growth
- Describe the functions of different parts of a flowering plant and how they are used in photosynthesis
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants
- Understand the pollination and the ways in which seeds are dispersed
- Compare the effect of different factors on plant growth

RE

Charity

- To research Christian Charities.
- To research famous Christians.
- To research Islamic Charities.
- To research Humanist Charities.

Salvation and Resurrection

- To understand why Christians think life is a journey.
- To revisit the Easter story.
- To understand what salvation means to Christians.
- To create a piece of artwork about salvation.

Computing

- Using a search engine.
- Finding reliable sources.
- To search effectively for information.
- Presenting with Microsoft Power Point/ Google slides.
- To understand the purpose of the Slides tool.
- To add slides to presentations.
- To add media to presentations.
- To format text appropriately.
- To add shapes and lines to enhance a presentation.
- To use the skills learnt to design and create an engaging presentation.

History

Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.

Geography

Who lives in Antarctica?

- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.
- State the outcome of Shackleton's expedition.

PSHRE

Think Positive

- Understand that it is important to look after our mental health.
Recognise and describe a range of comfortable and uncomfortable emotions.
- Discuss changes people may experience in their lives and how they might make them feel.
- Talk about things that make them happy and help them to stay calm.
- Identify uncomfortable emotions and what can cause them.
- Discuss the characteristics of a good learner.

Be Yourself

- list some of their achievements and say why they are proud of them;
- Identify facial expressions associated with different feelings;
- Describe some strategies that they could use to help them cope with uncomfortable feelings;
 - Suggest assertive solutions to scenarios;
 - Explain that the messages they receive from the media about how they should look, think and behave are not always realistic
- suggest ways to make things right after a mistake has been made;

Music

- I can sing a tune with expression.
- I can play clear notes on instruments.
- I can use different elements in my composition.
- I can create repeated patterns with different instruments.
- I can compose melodies and songs.
- I can create accompaniments for tunes.
- I can combine different sounds to create a specific mood or feeling.
- I can use musical words to describe a piece of music and compositions.
- I can use musical words to describe what I like and do not like about a piece of music.
- I can recognise the work of at least one famous composer.
- I can improve my work; explaining how it has been improved.

- **Art : Craft and design:**
Ancient Egyptian scrolls

- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective

Design Technology

Digital world: Wearable Technology

- To research and evaluate existing products.
- To develop design criteria.
- To use code to program and control a product.
- To develop and communicate ideas.
- To develop and communicate ideas.
- To improve a design based on feedback.

PE

Dance

- improvise freely and translate ideas from a stimulus into movement
- share and create phrases with a partner and small group
- remember and repeat dance perform phrases

Gymnastics and movement

- adapt sequences to suit different types of apparatus and criteria
- explain how strength and suppleness affect performance