

### Geography

- To use a four figure grid reference to build our knowledge of the UK and wider world
- To use the 8 points of a compass.
- To know the physical and human features of the locality.

### Computing

- To gain skills in shooting live video, such as framing shots, holding the camera steady, and reviewing.
- To edit video, including adding narration and editing clips by setting in/out points.
- To understand the qualities of effective video, such as the importance of narrative, consistency. Perspective and scene length.

### Maths

#### Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

#### Money

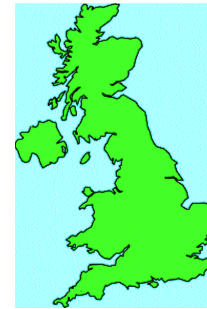
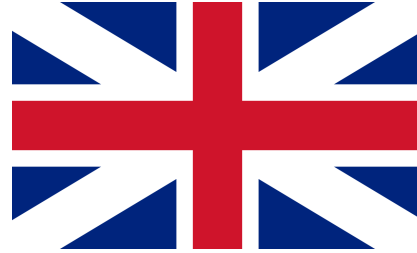
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.

#### Statistics

- Interpret and present data using bar charts, pictograms and tables.
- Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

### DT

- Choose suitable techniques to construct products
- Strengthen materials using suitable techniques
- Develop a range of practical skills to create products (e.g. cutting, drilling and screwing, nailing, gluing, filing and sanding).



**Year 3  
(3B & 3V)  
Spring Term  
1st Half**

**We Are Great!**

### Science

- To find out about healthy and balanced diets.
- To gather, record and present data in different ways.
- To describe the basic parts of the skeletal system.
- To observe and compare animals with and without skeletons.
- To look at joints, and how bones and muscles help us move.
- To make systematic and careful observations.

### Physical Education

- Learn techniques for moves that are similar to those used in Pilates.
- Be able to link agility and core strength activities together in an appropriate way.
- Be able to perform core strength moves with accuracy.
- Understand how hula hooping helps to improve core strength.
- Develop activities into a circuit in order to improve fitness levels.
- Perform a circuit with accuracy.

### English

- Recounts (diaries and newspapers)
- Story writing based on Shakespeare plays
- Chronological reports/biography
- Texts to be used: My Story: Suffragette by Carol Drinkwater, My Best friend the suffragette by Sally Morgan, Suffragette The Battle for Equality by David Roberts, A Midsummer Night's Dream and Mystery at the Globe by Michael Lawrence.

### RE - Incarnation

- To offer suggestions about what texts about baptism and trinity might mean.
- To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- To give examples of what these texts mean to some Christians today.
- To describe how Christians show their beliefs about God the Trinity in worship (Baptism and prayer)
- To make links between some Bible texts studied and the idea of God in Christianity.

## Objectives for Year 3 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b>Speaking, Listening and Discussion</b> Annotate poems and stories and perform them Evaluate the effectiveness of others' performances Use discussion to organise roles within a group</p> <p><b>Drama</b> Create characters in an improvised drama</p>	<p><b>Word Reading</b> Read words with unfamiliar spelling patterns Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b>Being a Reader</b> Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and plays to read aloud and perform</p> <p><b>Reading Comprehension</b> Check that they understand the text they are reading and explain the meaning of words in context Develop an active attitude towards reading e.g. seeking answers, anticipating events and imagining situations that are described Answer questions by referring back to the text Predict what may happen and explain using detail from the text Identify the key points in a text Use textual details to draw conclusions about characters, settings and events Explain the basic structures inherent in different text types (fiction and non-fiction) Identify basic language features inherent in different text types (fiction and non-fiction) Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc. Develop understanding by linking reading to other books or similar contexts</p> <p><b>Being a Researcher</b> Use library classification to find reference materials Take notes by summarising, deleting and substituting Retrieve, record and present information</p>	<p><b>Planning, Composing and Evaluating</b> Generate ideas for their writing Use the structures, grammar and vocabulary of written texts to plan and write their own Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Plan and order texts logically Use paragraphs to group related material Create characters using well chosen words and phrases Experiment with layout when writing non-fiction texts Use expression, intonation and tone when reading aloud their writing Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 3)</p> <p><b>Grammar, Punctuation and Vocabulary</b> Use correct grammatical terminology when discussing their writing Explore word families based on common words Identify adverbs Use adverbs to express time, place and cause e.g. then, next, soon, therefore Use inverted commas Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</p>	<p><b>Spelling</b> Use a dictionary to check words Investigate spelling patterns and conventions Spell words with the ou spelling of the u sound e.g. young, touch, double Spell words with the prefixes in-, il-, im- and ir- Spell words with the prefix dis- Spell words with the prefix mis- Spell words with the prefix re- Spell words with the prefix de- Spell words with the prefix over- Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent, reign, remember Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b>Handwriting and Presentation</b> Make the move from pencil to pen in their handwriting Build keyboard skills to type, edit and redraft</p>