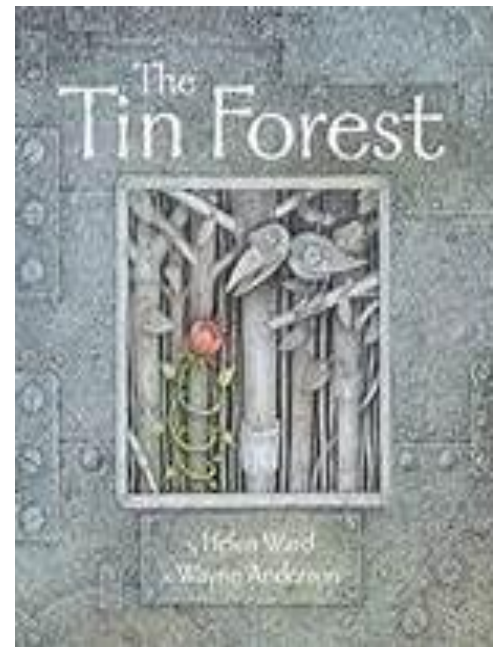


# Year Three Spring Term 1

Text: The Tin Forest

Literacy Coverage: Persuasive Information Leaflet  
Persuasive poster, postcards, information leaflet, wishes  
Setting descriptions



## History: The Tudors

- 1.1 – I can describe events from the past using dates when things happened.
- 1.2 – I can use a timeline within a specific period in history to set out the order that things may have happened.
- 1.3 – I can use my mathematical knowledge to work out how long ago events happened.
- 1.4 – I can explain some of the times when Britain has been invaded.
- 1.6 – I can use research skills to find answers to specific historical questions.

## Geography:

## Design and Technology: Moving Story Books

### Design

- 1.1 – I can generate ideas and recognise designs have to meet a range of different needs.
- 1.2 – I can make realistic plans to achieve aims.
- 1.3 – I can think ahead about the order of work, choosing the correct tools, equipment, materials, components and techniques (e.g., gears, pulleys, cams, levers and linkages)
- 1.4 – I can clarify ideas using labelled sketches and models to communicate details of the designs.

### Make

- 2.2 – I can use appropriate materials suitable for the product, carefully using appropriate techniques and tools e.g. electrical and mouldable.

### Evaluate

- 3.1 – I can reflect on work in relation to intended use and identify improvements needed.
- 3.3 – I can evaluate products and suggest improvements.

### Technical Knowledge

- 4.2 – I can join materials to make products using permanent and temporary fixings.
- 4.3 – I can combine materials to add strength.
- 4.4 – I can apply mechanisms to create movement.
- 4.5 – I know that mechanisms can be used to make things move in different ways.

## P.E.

## Games

- 1.1 – I can throw and catch a ball.
- 1.2 – I am aware of space and use it to support team mates and to cause problems for the opposite position.
- 1.3 – I know and use rules fairly.

## Art:

### Painting

- 6.1 – I can use a colour wheel to identify colours to mix.
- 6.2 – I can use specific painting techniques.

### Drawing

- 1.3 – I can identify and draw the effect of light.
- 1.4 – I can make initial sketches as preparation for painting.
- 1.5 – I can apply a simple pattern and texture in a

## Music:

### Music Partnership

### Listening

- 1.1 – I can recognise the music of at least one composer.
- 1.2 – I can use musical words to describe the likes and dislikes about a piece of music.
- 1.3 – I can use musical words to describe a piece of music or composition.

## Speaking and Listening:

- 1.1 – I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- 1.3 – I can take a full part in paired and group discussions
- 1.4 – I can show that I know when Standard English is required, and I am beginning to use it.
- 1.5 – I can retell a story using narrative language and add relevant detail.
- 1.6 – I can show that I have listened carefully because I make relevant comments.
- 1.7 – I can present ideas or information to an audience.

# Subjects/ Objectives to be covered alongside in Spring Term 1

– These can be taught as discrete lessons or within the main topic area.

## White Rose Maths:

Weeks 1 – 3 – Multiplication and Division B

Weeks 4 – 6 – Length and Perimeter

### Science:

#### Plants

1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
2. 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.
3. Investigate the way in which water is transported within plants.
4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### Materials – Magnets

1. 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.
2. Compare and group materials together, according to whether they are solids, liquids or gasses.

### Computing:

#### Purple Mash

#### Emails (Unit 3.5)

#### Digital Literacy

- 3.1 – I use technology respectfully and responsibly.
- 3.2 – I know different ways I can get help if I am concerned.
- 3.3 – I understand what computer networks do and how they provide multiple services.
- 3.4 – I can discern where it is best to use technology and where it adds little or no value.

#### Branching Databases (Unit 3.6)

#### Algorithms and Programming

- 1.1 – I can design a sequence of instructions, including directional instruction.
- 1.3 – I can work with various forms of input.

#### Class Work

#### Information Technology

- 2.1 – I can use a range of software.
- 2.3 – I can design and create content.
- 2.4 – I can present information.

### R.E.

#### Expressing – Why do people pray? Christians Hindus and Muslims

1. Describe the practice of prayer in the religions studied. (1.1)
2. Make connections between what people believe about prayer and what they do when they pray. (2.2)
3. Describe ways in which prayer can comfort and challenge believers. (1.3)
4. Describe and comment on similarities and differences between how Christians, Muslims and Hindus Pray. (1.1)

### French:

#### Writing

- 3.1 – I can write 2-3 short sentences on a familiar topic.

#### Reading

- 2.1 – I can use a bilingual dictionary or glossary to look up new words.
- 2.2 – I can read a short passage independently.

### RSHE

#### Changes = Theme: Health and Wellbeing

- H17 – Recognising that feelings can change over time, and range in intensity.
- H18 – Identifying the everyday things that affect feelings, and the importance of expressing how we feel
- H19 – Using a varied vocabulary when talking about feelings.
- H21 – Recognising the signs when someone may be struggling and understand how to seek support.
- H23 – Discussing change and loss, and how these can affect feelings, thoughts and behaviours.
- H24 – Identifying strategies for dealing with emotions, challenges and change.
- H36 – Identifying strategies to manage transitions between classes and key stages.