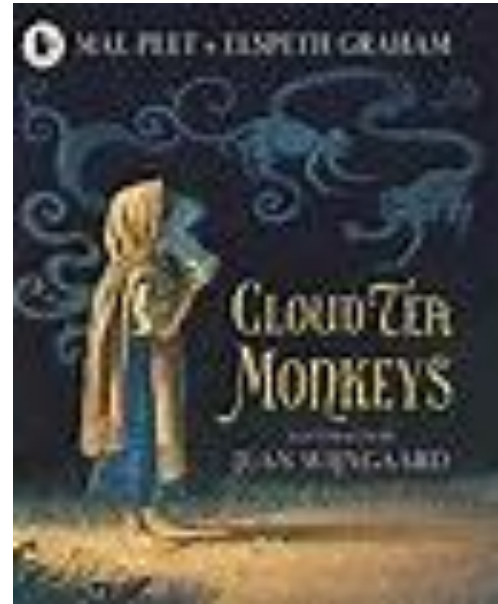


Year Three Spring Term 2

Text: Cloud Tea Monkeys

Literacy Coverage: Non-Chronological Reports

Descriptive passages, writing in role, instructions, letter, Discussion



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.
- 1.5 – I can use research skills to find answers to specific historical questions.

Geography:

- 1.1 – I can use the correct geographical words to describe a place.
- 1.5 – I can describe how volcanoes are created.
- 1.6 – I can locate and name some of the world's most famous volcanoes.
- 1.7 – I can describe how earthquakes are created.

Design and Technology: Tipping Teapot

Design

- 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)

Make

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

Evaluate

- 3.2 – I can recognise quality depends on how something is made and if it meets intended use.
- 3.3 – I can evaluate products and suggest improvements.

Technical Knowledge

- 4.1 – I can describe the qualities of the materials and say why it will be the most suitable choice.
- 4.3 – I can combine materials to add strength.

P.E.

Outdoor and Adventurous

- 5.1 – I can follow a map in a familiar context.
- 5.2 – I can use clues to follow a route.
- 5.3 – I can follow a route safely.

Art:

Textiles

- 5.1 – I can use a variety of techniques – printing, dyeing, weaving and stitching to create different textural effects.
- 5.2 – I can develop skills in stitching, cutting and joining.
- 5.3 – I can develop dipping and dyeing techniques.

Music:

Music Partnership

Listening

- 1.1 – I can recognise the music of at least one famous 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.

Performing

- 3.1 – I can play clear notes on an instrument.
- 3.2 – I can sing a tune with expression.
- 3.3 – I am learning to play an instrument.
- 3.4 – I have performed an instrument (or sang) individually or as a group in front of an audience.

Appraisal

- 4.1 – I can improve own work explaining how it has been improved.

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.
- 1.5 – I can retell a story using narrative language and add relevant detail.
- 1.7 – I can present ideas or information to an audience.
- 1.8 - I can recognise that meaning can be expressed in different ways, depending upon the context.

Subjects/ Objectives to be covered alongside in Spring Term 2

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

White Rose Maths:

Weeks 7 – 9 – Fractions A

Weeks 10 – 12 – Mass and Capacity

Science:

Sound

1. Identify how sounds are made, associating some of them with something vibrating.
2. Recognise that vibrations from sounds travel through a medium to the ear.
3. Find patterns between the pitch of a sound and features of the object that produced it.
4. Find patterns between the volume of a sound and the strength of the vibrations that produced it.
5. Recognise that sounds get fainter as the distance from the sound source increases.

Computing:

Purple Mash

Graphing (Unit 3.8)

Digital Literacy

- 3.1 – I can use technology respectfully and responsibly.
- 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.

Simulations (Unit 3.7)

Algorithms and Programming

- 1.1 – I can design a sequence of instructions, including directional instruction.
- 1.2 – I can write programs that accomplish specific goals.
- 1.3 – I can work with various forms of input.

Class Work

Information Technology

- 2.2 – I can collect information.
- 2.3 – I can design and create content.
- 2.4 – I can present information.

R.E.

God's Grace – (Salvation) Why does Easter matter to Christians?

1. Recognise that God, Incarnation, Gospel and the Salvation are part of the 'Big Story' of the Bible. (1.2)
2. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus' rescuing people). (1.2)
3. Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. (1.4)
4. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. (2.5)

French:

Writing

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

Reading

- 2.3 – I can explain the main points of a short passage.
- 2.4 – I can read and understand a short passage.

RSHE:

Being Me = Theme: Health and Wellbeing

- L6 – Identifying the different groups that make up their community.
- L7 – Identifying the different contributions that people / groups make to the community.
- L8 – Explore diversity: What it means; the benefits of living in a diverse community.
- L10 – Recognise behaviours / actions which discriminate against others.
- L25 – Recognise positive things about themselves / achievements.
- H25 – Identifying what contributes to who we are.
- R30 – Recognising that our own behaviour can affect other people.
- R32 – Recognising the differences and similarities between people.
- R33 – Listening to and responding respectfully to a wide range of people.