



Year Group: 3

Term: Spring

School Theme

Essential Question

Where could your dreams take you?

Authentic Outcome

Parent and child book club, children to share their work with parents and sell copies.

Mini Outcomes

Mini-Outcome 1

Design cover for class anthology to be printed. Peer critique through art.

Mini-Outcome 2

Word process their chosen piece of writing for class anthology.

Mini-Outcome 3

Children to design leaflets for Parent / child book club event - with information on about reading that they have learned through project.

Experts, Trips, Experiences & Making Community Links

Pete Martin Author Visit

Reading workshop set up for school.

Technology

- Using Purple Mash to teach computing
 - Seesaw to track the journey.

Immersive Environment

Hot air balloon – Where will your dreams take you?
Clouds and dream bottles hanging from ceiling. Blue chiffon fabric hanging to create sky. Large bookshelf murals.

Outcomes for this Term/National Curriculum Links and Coverage

Maths	English	REAL Project	Other Subjects <i>(taught discretely)</i>	RE
<ul style="list-style-type: none"> recall and use multiplication and division facts for the 3 and 4 multiplication tables count from zero in multiples of 4 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 objects recall and use multiplication and division facts for the 3 and 4 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that 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 objects tell and write the time using 12-hour analogue and digital clocks, including using Roman numerals from I to XII estimate and read time with increasing accuracy to the nearest minute record and compare time in terms of seconds, minutes and hours use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks] recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators count up and down in tenths recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above 	<p>Writing Pieces: Poetry , Narrative , Leaflet , Newspaper</p> <p>Writing coverage inc. Grammar and Punctuation</p> <ul style="list-style-type: none"> plan their writing organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary proof-read for spelling and punctuation errors extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although use the present perfect form of verbs in contrast to the past tense choose 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 indicate possession by using the possessive apostrophe with plural nouns use and punctuating direct speech <p>Spelling3</p> <p>13. Spelling Rules: The long vowel /a/ sound spelled 'ai'</p> <p>14. Spelling Rule: The long /a/ vowel sound spelled 'ei.'</p> <p>15. Spelling Rules: The long /a/ vowel sound spelled 'ey.'</p> <p>16. Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.</p> <p>17. Spelling Rules: Homophones – words which have the same pronunciation but different meanings and/or spellings.</p> <p>18. Challenge Words</p> <p>19. Spelling Rules: The /l/ sound spelled '-al' at the end of words.</p> <p>20. Spelling Rules: The /l/ sound spelled '-le' at the end of words.</p> <p>21. Spelling Rules: Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'</p> <p>22. Spelling Rules: Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'</p> <p>23. Spelling Rules: Adding the suffix -ly. Words which do not follow the rules.</p> <p>24. Challenge Words</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>DT</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Art</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Geography.</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Music</p> <p>Charanga:</p> <p>'Three Little Birds'</p> <ul style="list-style-type: none"> Listen and Appraise Develop understanding of music dimensions Perform song and sin Computing <p>From Purple Mash:</p> <p>Unit 3.4 - Touch-Typing Programs – 2Type</p> <p>Unit 3.7 - Simulations Programs – 2Simulate, Writing Templates</p> <p>Science</p> <p>Sc3/4.2 Forces and Magnets</p> <p>Sc3/4.2a compare how things move on different surfaces</p> <p>Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others</p> <p>Sc3/4.2d 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</p> <p>Sc3/4.2e describe magnets as having 2 poles</p> <p>Sc3/4.1 Light</p> <p>Sc3/4.1a recognise that they need light in order to see things and that dark is the absence of light</p> <p>Sc3/4.1b notice that light is reflected from surfaces</p> <p>Sc3/4.1c recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Sc3/4.1d recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Sc3/4.1e find patterns in the way that the size of shadows change.</p> <p>Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>MFL - Spanish</p> <p>PE</p> <p>Dance Perform sequence of movement Listen and perform to stimuli</p> <p>Athletics Improve running, throwing and jumping Perform series of actions to measure and record</p>	<p>Journeys:</p> <p>Know and understand:</p> <ul style="list-style-type: none"> a journey through a year – Explore the Christian family's journey with Jesus through the Church's year – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Listening and Sharing:</p> <p>Know and understand:</p> <ul style="list-style-type: none"> Listening and sharing with one another – Explore Listening to the Word of God and sharing in Holy Communion – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond <p>Giving all:</p> <p>Know and understand:</p> <ul style="list-style-type: none"> How people give themselves – Explore Lent, a time to remember Jesus' total giving – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond