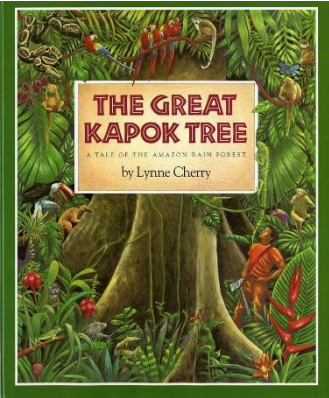


Year 3 - Spring 2

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| English | <p>Myths and legends – Arthurian legends</p> <p>Introduction to the settings, characters and styles of Arthurian legends – revision of the features of legends and introduction to writing in a similar style</p> <p>Grammar focus: Use and punctuate direct speech.</p> | <p>Myths and legends – Arthurian legends</p> <p>Identify and use nouns and pronouns for clarity and cohesion, avoiding repetition; Retelling legends using pronouns correctly.</p> <p>Grammar focus: Choose nouns or pronouns appropriately.</p> | <p>Instructions and explanations</p> <p>Read book, answer questions, following prompts to discuss. Study explanations of word meanings, discuss differences between instructions and explanations, writing a short explanation of own.</p> <p>Grammar focus: Indicating possession by using the possessive apostrophe.</p> | <p>Instructions and explanations</p> <p>Children re-read the story and agree that Brother Theophane has trouble following rules. They identify clauses and extend sentences adding information about time and cause.</p> <p>Grammar focus: Use prepositions to express time and cause.</p> | <p>Poetry to express emotions</p> <p>Using Michael Rosen’s A to Z, chn explore how poetry is used to express emotion. Develop an understanding how poets carefully select adjectives, verbs and adverbs to evoke different emotions in the reader.</p> <p>Grammar focus: Use the past tense consistently in contrast to the present.</p> | <p>Poetry to express emotions</p> <p>Know how to use speech punctuation accurately and understand how to write consistently about the past, present and future. Chn will experience performing poetry and using familiar poems as the model for their own writing.</p> <p>Grammar focus: Use adverbs to express cause.</p> |
| Maths | <p>Fractions A</p> <p>Children begin this block by exploring the denominators of unit fractions. From Year 2, they know about halves, quarters and thirds and they now look at fractions with other denominators. Children understand that a fraction can be seen as</p> | <p>Fractions A</p> <p>In this step, children apply the learning from previous steps to explore real-life contexts of measure by interpreting scales. Children use their understanding of numerators and denominators to determine how many</p> | <p>Fractions A</p> <p>In this step, children deepen their understanding by exploring bar models as another way of representing equivalent fractions. Children begin by comparing two bar models of equal length divided into different amounts to identify any equivalent</p> | <p>Mass and Capacity</p> <p>In this block, children continue to explore mass in kilograms and grams before moving on to capacity. An essential skill in this block is for children to be able to use and understand scales. This step provides opportunity for children</p> | <p>Mass and Capacity</p> <p>In this step, children compare the masses of different objects using grams and kilograms. In Year 2, children decided if an object was heavier or lighter by using balance scales. They now use units of measure to work out which object is heavier or</p> | <p>Mass and Capacity</p> <p>In this step, children explore adding and subtracting capacities and volumes. Children use mixed units, adding the litres and millilitres separately.</p> |

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| | <p>part of a whole and that to find a unit fraction, they divide the whole into equal parts.</p> | <p>equal parts a scale has been split into, and then what fraction is shown. This is covered in contexts such as mass, volume and length</p> | <p>fractions. Once confident, children progress to comparing multiple bar models to find families of equivalent fractions, again exploring any patterns.</p> | <p>to become more familiar with using scales to read measurements. The focus is on dividing 100 into 2/4/5/10 equal parts using number lines, before applying this skill in various contexts later in the block.</p> | <p>lighter. Understanding that kilograms are heavier than grams will help them to compare mass</p> | |
| Science | Forces and Magnets | | | | | |
| | <p>They will learn about magnetism as a non-contact force and explore bar magnets, discovering how they attract and repel.</p> | <p>Students will test the magnetic properties of different objects and learn how Earth's magnetism enables compasses to work. Using this knowledge, they will make their own compasses.</p> | <p>They will research and explore the uses of friction and magnetism and use different methods to investigate the strength of magnets.</p> | | | |
| Guided Reading | The Great Kapok Tree | | | | | |
| | <div style="text-align: center;">  </div> <p>Students will explore the book's themes of deforestation, environmental responsibility, and interconnected ecosystems by analysing the diverse voices of the rainforest animals. They will examine how persuasive language is used to convey the importance of protecting the rainforest and discuss the impact of human actions on nature. Through comprehension, role-play, and creative writing, students will deepen their understanding by imagining themselves as one of the animals, writing persuasive letters, and creating artwork or posters advocating for rainforest conservation. The sequence encourages reflection on the importance of making environmentally conscious choices.</p> | | | | | |

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| Topic | ROCKS, RELICS AND RUMBLES | | |
| | They will have the opportunity to use maps to learn about latitude and longitude, as well as use a compass to understand the cardinal and intercardinal points. | Your child will explore the science behind volcanoes, earthquakes, and tsunamis, understanding how they occur and their impact on people and landscapes. | They will learn about the short-term and long-term effects of natural disasters, including how communities respond and rebuild after these events. |
| Art & DT | PEOPLE AND PLACES | | |
| | Understanding Figure Drawing – Children will learn about the genre of figure drawing and how it is used to capture people in different settings. | Studying LS Lowry – They will explore LS Lowry’s artwork, focusing on his figure drawings and urban landscapes, understanding his unique style. | Creating Artwork in Lowry’s Style – Children will apply their learning by drawing scenes from their school in the style of LS Lowry, using his techniques to depict people and places. |
| PSHE | WHAT MAKES A COMMUNITY? | | |
| | Children will learn that a community is a group of people who live, work, or share interests together. They will explore different types of communities, such as their school, neighborhood, and local area. | Children will discuss the different roles people have in a community, such as teachers, doctors, shopkeepers, and emergency services. They will learn why working together and helping others is important for a strong community. | Children will explore ways they can contribute positively to their community, such as helping others, respecting rules, and taking care of the environment. They will reflect on how small actions can make a big difference in their community. |
| PE | INVASION GAMES: HOCKEY | | |
| | Movement, Control, and Awareness – Children will learn why warming up and cooling down is important. They will practice moving in different directions, dodging (including fake dodging), and dribbling with improved ball control and awareness. | Passing, Receiving, and Intercepting – They will develop skills in passing and receiving with some accuracy, marking opponents, and intercepting passes to help their team in attack and defence | Teamwork and Game Play – Children will understand the role of the goalkeeper, contribute to attacking and defending, follow game rules, and learn the importance of teamwork and fair play. |