



Year 3 - Spring 2- Invaders and Settlers

As readers and writers we will....

Key Texts: Beowulf retold by Rob Lloyd Jones

Writing Genres: Character description, diary writing and newspaper writing

N/C OBJECTIVES:

Reading - Word Reading

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in -, both to read aloud and to understand the meaning of new words they meet....read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading: Comprehension:

... explaining the meaning of words in context...asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence....predicting what might happen from details stated and implied....identifying main ideas drawn from more than 1 paragraph and summarising these....identifying how language, structure, and presentation contribute to meaning...retrieve and record information from non-fiction...participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing: Punctuation and Grammar

Looking at expanded noun phrases to add detail ... understanding the present perfect slides (Have: I, You, They, We)(Has: She, He, It) ... identifying independent clause and adding more detail to create the subordinate clause

... introduction to paragraphs as a way to group related material ... further work on of inverted commas to punctuate direct speech

Writing: Composition

Plan their writing by:

... discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ...discussing and recording ideas ... recapping previous writing genres in other texts.

Draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

...organising paragraphs around a theme...diary writing and newspaper writing

Evaluate and edit by: ...assessing the effectiveness of their own and others' writing and suggesting improvements... proof-read for spelling and punctuation errors

Spelling: Begin learning Year 3 and 4 common exception words. Spell words correctly ending with different suffixes (-ment, -ness, -ful, -less, -ly).

N/C OBJECTIVES: - spell words that are often misspelt... add suffixes to spell longer words, use further prefixes and suffixes and understand how to use them,

Handwriting: focusing on correctly joining **o, w, r, x and z**

N/C OBJECTIVES: - 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.

As mathematicians we will...

Finalising the unit on Multiplication and division and then moving onto a unit of work to cover measurement.

N/C OBJECTIVES:

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 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.

Measurement

Measure in metres, centimetres and millimetres.

Look at equivalent lengths

Compare lengths

Begin to add and subtract lengths.

As scientist we will...

A study of plants over the next 2 half terms. We will complete investigations that will include data handling as a focus.

N/C OBJECTIVES:

YR 3- identify and describe the functions of different parts of flowering plants (root, stem, leaves and flower.)

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. Investigate the way in which water is transported in plants. Explore the part that flowers play in the life cycle of a flowering plant including pollination, seed formation and dispersal.

As historians we will...

...answer this historical enquiry question- **Who were the Anglo Saxons?**

We will consolidate our knowledge of dividing the timeline into AD and BC by looking back to our previous learning of the Romans in Britain. We will look at what happened after the Roman withdrawal from Britain and the invasions that took place from the Angles, Saxons, Jutes, Picts and Scots. We will look at and examine pictures of primary and secondary sources to learn about the Anglo Saxons' lives, art, culture and religion. We will then look at what we have learnt and examine the impact through cause and effect answering the overarching enquiry question- **Who were the Anglo Saxons?**

NC OBJECTIVES:

*Explore how other civilisations invaded and settled in Britain after the demise of the Roman Empire.

*Explore the continuity of place names and locations in Britain, and some that may have changed.

*Use sources to determine key elements of a civilisation's lifestyle: clothing, food, houses and leisure.

*Communicate and organise ideas about people, objects or events (including sources) from the past in speaking, writing, drawing and drama.

*Analyse artefacts considering purpose, material and who would have used them and why.

*Use sources and evidence to create visual representation of somebody from the past.

*Answer questions using primary and secondary sources.

*Explore the development of Christianity in Great Britain.

As Sports people we will...

Get set 4 PE- Rounders

Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.

Throwing: use overarm and underarm throwing in game situations.

Catching: catch with some consistency in game situations.

N/C OBJECTIVES:

*use running, jumping, throwing and catching in isolation and in combination

*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

*compare their performances with previous ones and demonstrate improvement to achieve their personal best.

As computer scientists we will...

Think about different methods of communication, open and respond to an email. We will also learn to write an email to someone using an address book and learn how to use email safely. Finally, we will learn to add an attachment to an email and explore a simulated email scenario

N/C objectives

...Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

...Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

PSHE

In PHSE we will...

Jigsaw Unit of Work: Healthy Me

Know how to keep our bodies healthy.

Know what makes us relax and how to do it.

Understand how medicines work and how to use them safely.

Know how to make a range of healthy snacks.

Know some foods that give us energy.



Invaders and Settlers

As artists we will...

Drawing and painting

N/C OBJECTIVES:

•Create sketch books to record their observations and use them to review and revisit ideas

•Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

•Learn about great artists, architects and designers in history.

As musicians we will...

Developing singing technique (Theme: The Vikings)

NC Objectives:

- Singing in time with others.
 - Following and singing in tune and in time.
 - Recognising simple rhythmic notation by ear and by sight.
 - Using simple rhythmic notation to compose a Viking battle song.
- Performing music with confidence and discipline.

RE

This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.

N/C OBJECTIVES:

Calderdale agreed syllabus.

Unit: 3.4 What do creation stories tell us about our world?