



Year 3

Subject	Spring 1	Spring 2
English	<p><b>Jack and the Beanstalk</b>            Practise reading aloud with appropriate intonation and volume.            Use a story board to help plan a piece of writing.            Write an alternative ending to a story.            Introduce a new character to a story.            Use prepositions to describe a setting in a story.            Use expanded noun phrases to describe a character in detail.            Use a range of conjunctions to extend sentences.            To write a piece of dialogue correctly punctuated.</p> <p><b>The True Story of the Three Little Pigs –</b>            Identify main sequences of events.            Practise reading aloud with appropriate intonation and volume.            Identify features of a newspaper-style report.            Correctly use speech punctuation.            Use conjunctions to extend ideas and add detail.            Recognise how related material is grouped.            Prepositions to recount an event.</p>	<p><b>The Finger Eater</b>            Recalling information.            Multi-clause sentences using subordinating conjunctions to extend writing.            Use a story board to help plan a piece of writing.            Orally rehearse detailed description.            Write alternative versions of chapters.            Evaluate and edit own writing.</p> <p><b>Atlas of Adventures –</b>            Retrieve and record information from non-fiction.            Read collaboratively, checking that the text makes sense to them, discussing their understanding.            Use a range of conjunctions to extend sentences.            Express place using prepositions.            Select and use precise noun phrases to enhance writing.            Use dictionaries to check the meaning of words read.            Plan writing, discussing and recording ideas.            Draft and write, building in precise vocabulary and an increasing range of sentence structures.</p>
SpaG	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]            Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because],            adverbs [for example, then, next, soon, therefore], or            prepositions [for example, before, after, during, in, because of]            Introduction to paragraphs as a way to group related material            Headings and sub-headings to aid presentation            Introduction to inverted commas to punctuate direct speech            Expanded noun phrases to describe in detail</p>	
Maths	<p>Multiplication – 3, 4 and 8 Times Tables including Counting            Division – 1, 2, 3, 5, 4 and 8 Times Tables            Multiplication – Strategy, Associative and Distributive Laws            Statistics – Pictograms and Scaled Bar Charts</p>	<p>Ordering and Comparing Fractions            Adding and Subtracting Fractions with the Same Denominators            Fractions – Problem Solving with Unit and Non-Unit Fractions            Multiplication – Multiplying Multiples of 10</p>



Year 3

	Multiplication and Division Worded Problems Fractions – Finding Fractions of Discrete and Continuous Quantities	Multiplication – Formal Written Multiplication
Geography	<b>This is the UK!</b> To use a map, atlas and globe to locate countries of Europe. Use a map, atlas and globe to locate environmental regions within Europe. Understand the key physical and human characteristics of the countries within Europe. Know the major cities within Europe (including capital cities of major European countries). Understand physical and geographical features – similarities and differences between local area and a contrasting region of the UK. Use fieldwork to observe, measure, record and present features ( <i>using sketch maps and plans</i> ) describing, understanding settlement and land use within the local area. Use knowledge gained from fieldwork, to contrast local area with contrasting location within the UK. Use basic 4 point compass skills, symbols and keys on an Ordnance Survey map of the UK.	
Computing	<b>Authoring</b> 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.	
Science		<b>Animals including Humans</b> Name the components of a healthy and varied diet. Describe how their diet is balanced. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Describe some observable characteristics of bones.



Year 3

		<p>Describe the main functions of their skeletons. State that movement depends on both skeleton and muscles. State that when one muscle contracts another relaxes. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<b>Jigsaw</b>	<b>Dreams and Goals</b> Children will consider aspirations, dreams and goals. They will think about the steps to success and the development of personal qualities and team work to reach goals.	<b>Healthy Me</b> The children will learn about ways in which to keep themselves healthy. They will learn about the importance of personal hygiene, washing their hands to stay healthy. Children will develop their understanding of eating a healthy and balanced diet as well as learning about the significant role exercise has on both their physical and mental health.
<b>Art</b>	Experiment with ways in which surface detail can be added to drawings. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels pens etc. Apply tone in a drawing in a simple way.	
<b>DT</b>		<b>Healthy and varied diet</b> Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating – The eatwell plate. Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Carry out sensory evaluations of a variety of ingredients and products. Know and use relevant technical and sensory vocabulary appropriately.
<b>MFL</b>	<b>I'm Learning Spanish</b>	



**Year 3**

	develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	
<b>PE</b>	<b>Dance</b> <b>Gymnastics</b>	<b>Yoga</b> <b>Dodgeball</b>