

Maths

Fractions

- * To identify unit and non-unit fractions
- * To identify the numerator and the denominator and explain the purpose of each one.
- * To understand that a fraction with the same numerator and denominator equals a whole.
- * To identify pairs of fractions that make a whole.
- * To identify a fraction of a shape, a set of objects and an amount.
- * To compare and order unit fractions.
- * To compare and order non-unit fractions with the same denominator.
- * Use a number line to order fractions
- * Add fractions with the same denominator
- * Subtract fractions with the same denominator
- * To identify simple equivalent fractions using visual representations
- * To count in tenths

To revise the following concepts:

- * Multiplication tables, especially 2, 5, 10, 3, 4 and 8
- * To identify the related division facts of any multiplication table
- * Adding two 3-digit numbers using a formal column method
- * Subtracting two 3-digit numbers using a formal column method
- * To multiply a 2-digit number by a 1-digit number using a written method
- * Doubling and halving numbers
- * Place value of 3-digit numbers

Religious Education—

- *To describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings.
- *To describe some ways in which Christians express their faith through hymns and modern worship songs.
- *To suggest reasons why being a Christian is a good thing in Britain today and why it may be hard.
- *To discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs help others.

Science—Plants

Knowledge

- *Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- *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 within plants
- *explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Skills

- *To talk about the relationships and functions of living things.
- *to talk about and identify differences and similarities in the properties or behaviour of living things,

MFL—Jeux et Chansons

- *Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- *Listen to spoken language and show understanding by joining in and responding.
- *Appreciate songs in the language.
- *Express opinions and respond to those of others.
- *Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.

Music - Three Little Birds (Bob Marley)

- *To listen to music, express opinions about it, identify instruments playing, identify the music style and the way the music is organised.
- *To learn to sing a reggae song.
- *To add musical instrument accompaniment to the song.
- *To improvise and compose musical accompaniment.
- *To perform songs which have been published
- *To perform our own compositions.

PE—Netball and Gymnastics

Travelling:

- *Quality of actions on hands and feet in different directions on floor and apparatus.

Shape/Balance:

- *Straddle, pike, tuck, front/back support, dish arch on different levels. 1,2,3,4 point balances and moving into and out of balances smoothly.
- *Balancing on floor and apparatus.

Rolling:

- *Develop quality in sideways rolling. *Circle/teddy roll *Forward to feet.

Sequence Building:

- *Create and remember sequences of 4 more actions i.e; travel – jump – roll – balance – turn on floor.
- *Adapt sequences onto apparatus.
- *Change levels, speed or directions within sequence as directed.
- *Work cooperatively with partner to create and perform paired sequence.
- *Describe the difference between 2 performances.
- *Make simple assessments based on given criteria

Travelling:

- *Change speed and direction easily.
- *Jog whilst dribbling a ball with hands.

Passing & Receiving:

- *Pass and receive using different techniques with hands.
- *Choose appropriate places to stand when receiving.
- *Throw and shoot a ball at a target with some accuracy.
- *Throw underarm and overarm using 1 and 2 hands, different heights and some different directions.
- *Hit a ball from a tee.
- *Catch a ball and throw it back to a partner or into play quickly and with some accuracy.

Attacking Skills:

- *Keep possession within a team by passing and moving into space
- *Progress towards goal/target on own and with others.
- *Know how to use space effectively in games.
- *Make some good decisions on where to pass to in games.

English - Arthur and the Golden Rope

Writing

Children should plan their writing by:

- * identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary
- * in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- * using a wide range of devices to build cohesion within and across paragraphs
- * using further organisational and presentational devices to structure text and to guide the reader

Evaluate and edit by:

- * assessing the effectiveness of their own and others' writing
- * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- * ensuring the consistent and correct use of tense throughout a piece of writing
- * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- * proof read for spelling and punctuation errors

Reading

- * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- * asking questions to improve their understanding
- * 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 how language, structure and presentation contribute to meaning
- * discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Monstrous Myths!

Year 3 Term 3

Beginning Hook—Visit to Professor Brownstone's Vault (07.01.19)

Exciting End—Icelandic feast (06.02.19)



Design and technology—Cooking

- *understand and apply the principles of a healthy and varied diet
- *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

PHSE - Relationships

- *o recognise and respond appropriately to a wider range of feelings in others
- *to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- *that their actions affect themselves and others
- *o realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)
- *to work collaboratively towards shared goals

Computing—Online safety

- *Pupils explore reasons why people use passwords, learn the benefits of using passwords and discover strategies for creating and keeping strong, secure passwords.
- * Explore the concept that people can connect with one another through the internet. They understand how the ability for people to communicate online can unite a community.
- *Examine product websites and understand the purpose of the site is to encourage buying the product. Learn methods used to promote products. Discuss pop ups on all websites.
- *Explore similarities and differences between in-person and online communications, and then learn how to write clear, and respectful messages.
- *Learn how to communicate effectively via the internet, taking into account the purpose and audience of their message, and the tone they want to convey. Looking at all social media, whatsapp, gaming etc.