



Year 3 Termly Overview

Spring Term

Subject	Spring 1 Tribal Tales	Spring 2 I am a Warrior
Art/ DT	<ul style="list-style-type: none"> Aboriginal art/ Pointillism Painting and puppet making (DT) Skills – painting, attachment techniques	<ul style="list-style-type: none"> Mosaic Portraits Roman shields and crowns Skills – drawing, cutting and shaping
Computing	Online safety <ul style="list-style-type: none"> Online bullying Computing <ul style="list-style-type: none"> Programming an animation (Scratch) 	Online safety <ul style="list-style-type: none"> Managing online information Computing <ul style="list-style-type: none"> Logo and scratch
French	<ul style="list-style-type: none"> Days of the week Colours Rooms (home and school) Clothes 	<ul style="list-style-type: none"> The weather What time is it? What are you like?
Geography	<ul style="list-style-type: none"> To use maps and atlases to study and research types of settlement in Britain during the Stone Age. 	<ul style="list-style-type: none"> To locate key towns and cities in the Roman invasions (London, Colchester, St Albans) To use maps and keys to identify the expanding Roman Empire
History	<ul style="list-style-type: none"> To understand what life was like for people in the Stone Age & Bronze Age and compare this with life in modern Britain. To understand Stone Age - Iron Age lifestyle, technology and travel. To sequence events in chronological order and understand where events are placed on a timeline. Trip to Butser Farm to use tools from the Stone Age times including flints and clay pottery. 	<ul style="list-style-type: none"> To investigate the Roman empire and its impact on Britain To understand the story of Romulus & Remus and why it is relevant today To research invasions including Julius Caesar & Claudius To look at British resistance including Boudicca To use artefacts to ask questions and uncover facts about the past (bow drill)



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Maths	<p>Multiplication and Division</p> <ul style="list-style-type: none">To continue to count from 0 in multiples of 4, 8, 50 and 100Recall and use multiplication <u>and</u> division facts for the 3, 4 and 8 multiplication tables $3 \times 4 = 12$ $4 \times 3 = 12$ $12 \div 4 = 3$ $12 \div 3 = 4$Use mental calculation and progress to formal written methods (long multiplication and division)Partitioning method for division (we do touch upon the 'bus stop' method but this is more of a focus in Y4) $\begin{array}{r} 104 \div 8 = \\ \begin{array}{r} 80 \\ 24 \end{array} \end{array}$ <p style="margin-left: 150px;">$80 \div 8 = 10$ $24 \div 8 = 3$ $10 + 3 = 13$</p> <ul style="list-style-type: none">solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems <p>Length</p> <ul style="list-style-type: none">measure, compare, convert, add and subtract lengths (m/cm/mm);Use a ruler, metre stick and tape measure accuratelySolve length problems using the bar model and converting units of measure so they are comparable	<p>Mass</p> <ul style="list-style-type: none">Measure, compare, convert, add and subtract mass (kg/g)Solve mass problems using the bar model <p>Money</p> <ul style="list-style-type: none">add and subtract amounts of money to give change, using both £ and p in practical contextsSolve money problems using the bar model <p>Volume</p> <ul style="list-style-type: none">measure, compare, convert, add and subtract volume/capacity (l/ml)Solve word problems including these concepts
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Music	Three little birds (Reggae) Listen and appraise <ul style="list-style-type: none"> - Three Little Birds by Bob Marley - Jamming by Bob Marley - Small People by Ziggy Marley - 54 - 46 Was My Number by Toots and The Maytals - Ram Goat Liver by Pluto Shervington - Our Day Will Come by Amy Winehouse Rhythm Performance	The dragon song (folk)
PE	Skills: Brilliant ball skills <ul style="list-style-type: none"> • Football Healthy living: Hygiene, medicine and exercise Fitness: Skip to the beat	Skills: Throwing and catching Healthy living: Body protectors & body changes Fitness: Fitness circuits
PSHE	Keeping myself safe <ul style="list-style-type: none"> • Safe internet • Medicines • Relationships 	<u>Rights and Responsibilities</u> <ul style="list-style-type: none"> • Money • Living in the wider environment
RE	Christianity <ul style="list-style-type: none"> • How did the church begin? • Why do Christians share communion? 	Christianity - Easter <ul style="list-style-type: none"> • What happened and what matters to Christians.
Reading	Class Reader: Butterfly Lion – Michael Morpurgo <ul style="list-style-type: none"> • VIPER skills (vocabulary, inference, prediction, explain and retrieve). 	Class Reader: Butterfly Lion – Michael Morpurgo <ul style="list-style-type: none"> • VIPER skills (vocabulary, inference, prediction, explain and retrieve).



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<p>Science</p>	<p>Rocks and Soils</p> <ul style="list-style-type: none"> • Compare and group together different types of rocks on the basis of their appearance and simple physical properties • Describe in simple terms how fossils have formed when things that have lived are trapped within rock <p>Recognise that soils are made from rocks and organic matter</p>	<p>Plants</p> <ul style="list-style-type: none"> • To identify and describe the functions of different parts of flowering plants. • To explore the requirements of plants for life and growth. • To explore the requirements for plants life and growth - soil nutrients. • To investigate the way in which water is transported within plants. • To explore the part that flowers play in the life cycle of flowering plants. • To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. •
<p>Writing</p>	<p>Writing to entertain</p> <ul style="list-style-type: none"> • To continue to consolidate earlier objectives • To use adjectives effectively • To use expanded noun phrases • To use a range of conjunctions • To identify and use similies, metaphors and alliteration within poetry • To use correct punctuation for direct speech • To build suspense through short sentences, effective verb choices and repetition 	<p>Writing to Inform</p> <ul style="list-style-type: none"> • To use time conjunctions • To consolidate and apply understanding of past and present tense • To use adverbs and prepositions • To use commas with fronted adverbials • To analyse effectiveness of writing through proof reading • To use 'are' and 'our' accurately • To spell homophones there, their and they're accurately