

Science

- Be able to carry out simple investigations.
- Be able to prepare a simple investigation which is fair.
- Be able to predict the outcome of Investigations.
- Be able to use simple scientific equipment.
- Be able to test ideas.
- Be able to gather information from simple texts.
- Be able to use evidence to draw conclusions.
- Know the difference between living and non-living things.
- Know about processes and conditions that have an effect on living things.
- Know about the principles of nutrition, growth, movement and reproduction.
- Know about living things that are supported by different environments.
- Know about ways in which animals and plants are suited to different environments.

Maths

- Dividing by 3.
- Dividing by 4.
- Dividing by 8.
- Solving word problems around multiplying and dividing.
- Multiplying two digit numbers.
- Multiplying with regrouping.
- Dividing with regrouping.
- Finding and recording length in cm and m.
- Problem solving and reasoning around multiplication and division.

Year 3

The Nature of Life

Spring Term 1

OTHER AREAS OF LEARNING:

Music - Exploring sounds with voice and instruments; able to use object for sound and rhythm; able to use poetry for rhythm.

Computing—'We are presenters'; exploring digital cameras and other media equipment; able to plan, produce and edit video clips.

RE - How and why do I become a Sikh / Muslim? Able to explore these religions.

Art/ Technology - Exploring Art and nature. Able to plan and design a nesting box for birds.

International— Looking at activities and cultures that are different but equal to our own.

Spanish— Numbers to 20 and colours.

PE— Gymnastics — learning a variety of different moves to create a short routine.

English

Reading—Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction and non-fiction.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- identifying themes and conventions in a wide range of books.
- preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discussing words and phrases that capture the reader's interest and imagination.
- understanding what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- participating 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

Develop their understanding of the concepts set out by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although and other.
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- using conjunctions, adverbs and prepositions to express time and cause.
- using fronted adverbials.
- learning the grammar for year 3.

Develop positive attitudes towards and stamina for writing by:

Children 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

Children draft and write by:

- organising paragraphs around a theme.
- in narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- proof-read for spelling and punctuation errors.
- reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Main focuses -

- Greek Myths and legends.
- Letters.
- Persuasive writing.
- Performance poems.