Wow Starter: To use maps and globes to look at the United Kingdom and Europe moving onto the cultures and traditions of

Final Event: Spanish Flamenco Fans and tasting different Spaish foods (Tapas



Teacher: Edix

EXPRESSIVE ARTS AND DESIGN

LKS2

· ad14 I can show examples of my work in clay ad15 I can talk about some famous artists. architects and designers from the past

Design LKS2

· dt25 I can talk about my product and explain my design ideas and where they came from · dt26 I can tell you for whom I have designed my product and why I think my product would be useful

Cooking and nutrition LKS2

· dt50 I can prepare a variety of savoury meals

· dt51 I can use a variety of cooking techniques · dt52 I can that foods are seasonal and can give

· mu13 I can play instruments with fluency and expression to reflect the intentions of the music · mu16 I can listen carefully and perform accurately from memory · mu19 I can describe, compare and evaluate

different kinds of music · mu20 I can identify music from different

This term we are studying a Spanish artist- Pablo Picasso. We will begin by looking at his life and style of art. Year 3 will be drawing faces in proportion, then moving onto Picasso's cubist movement and applying this technique to our own drawings and 3D models.

This will involve 'Reflect, Rewind and Replay'. This unit of work consolidates our learning throughout the Year. We will listen to and appraise different musics in History, carrying out musical activities such as; games, singing and playing instruments ready to perform and share.

We will continue learning simple phrases in the classroom along with numbers up to ten. Next we will learn the names of some vegetables grown in a garden and how to say which they like and dislike.

UNDERSTANDING THE WORLD

Working scientifically LKS2

• sc33 setting up simple practical enquiries, comparative and fair tests

• sc40 using straightforward scientific evidence to answer questions or to support their findings.

Light LKS2

sc50 recognise that they need light in order to see things and that dark is the absence of light • sc51 notice that light is reflected from surfaces • sc52 recognise that light from the sun can be dangerous and that there are ways to protect their

• sc53 recognise that shadows are formed when the light from a light source is blocked by a solid object sc54 find patterns in the way that the size of shadows change.

Location knowledge LKS2

· ge27 I can identify the countries of Europe (including Russia) on a map or globe • ge29 I know the major cities in the countries I can identify

Place knowledge LKS2

• ge38 I can describe the geographical similarities and differences of the physical features of contrasting locations in the UK, Europe and a region of North and South America

Human and physical geography LK52 • ge40 I understand physical geography in relation to rivers, mountains, volcanoes and earthquakes

Geographical skills and fieldwork LKS2 • ge46 I can use a variety of paper-based and digital resources to locate and identify places and features around the world

MATHEMATICS AND COMPUTING

Number - number and place value LKS2 • m85 solve number problems and practical problems involving these ideas.

Number - addition and subtraction LKS2

m88 a three-digit number and tens m89 a three-digit number and hundreds

• m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

m91 estimate the answer to a calculation and use inverse operations to check answers · m92 solve problems, including missing number

problems, using number facts, place value, and more complex addition and subtraction. Number - multiplication and division LKS2

m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables m94 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

· m95 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.

· co14 I can design, write and debug simple programs to control or simulate physical systems • co15 I can solve problems by breaking them down into progressive steps

· co16 I am aware that programs follow a sequence from one instruction to the next

· co22 I can use logical reasoning to interpret how an algorithm works and thus rectify any errors · co30 I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

Geography- Europe (Spain) Year 3 will be looking at the United Kingdom and Europe, focusing on the capital cities, landmarks and rivers using atlases and globes. We are specialising in Spain , this will include: capital cities, school and daily life, the football culture and festivals. We will then compare Spain to our

Our exciting new Science topic is Light. Year 3 will be looking at light and darkness as the absence of light, how light is reflected of surfaces with the importance of the sun for life. We will be researching shadows and how they are formed, finally using mirrors to look at how we use light that is reflected

In Maths we are recapping the four operations but using mastery and problem solving skills. We will begin with Addition and subtraction looking at the mental and formal methods of working out a problem. The children will then need to use their range of skills such as a setting time problem.

Espanol (Y3T6)

This term we are going to be completing our SRE scheme of work. We are looking at the differences between males and females, personal space and family differences.

Year 3 will continue to learn about Christian beliefs and lifestyles. This involves us learning about the bible, symbols of the trinity and a range of stories taken from the bible.

English
This term in English we will be using the novel 'Iron Man by Ted Hughes'.
We will be reading the whole novel as a class. First of all we will look at the skills needed to write a letter of apology. We will use these skills to write a letter of apology to the Iron Man for trapping him in the pit. Secondly, the class will look at designing the next chapter to the story. We will be using a range of skills from throughout the year to create an emotional yet full of suspense final chapter! suspense final chapter!

money challenges and complex tasks. This will keep Year 3 on their toes solving these tricky problems! We will then recap multiplication and division, again looking at the mastery and problem solving side. We will be concentrating on 3, 4 and 8 times tables and the division facts too, then using arrays, materials, repeated addition to solve ICT Year 3 will be using the laptops to create their own opinion polls, then seek responses and then analysing their results.

> In PE this term the children will be learning through Athletics and games.
>
> In Athletics they will be developing paced running for distance,

jumping, relays and using different throws for accuracy. In games the children will be developing their skills through problem solving and inventing games.

RRSA- Continuing

RRSA rights and

responsibilities

through classroom

lessons.

Whole school

assembly article

CBBC Newsround-Ve will watch global news within classrooms every day and discuss our rights based on current news

stories.

OUTDOOR LEARNING

PE- Tuesdays and Thursday with Mrs Smith. Wednesday- Dance with NKDance.

Science- This requires outdoor learning due to working with light and shadows.

Please remember to bring suncream and a hat to cater for this hot weather!

SMSC RE **Assemblies** PSHE Class Charter Circle time

Parter talk

COMMUNICATION AND LANGUAGE

LKS2

• fl2 I can sing songs and say poems in another language and know what the words mean • fl3.1 I can express my own and understand · fl3.2 I can ask for clarification of information or

for help • fl4 I can speak in grammatically correct sentences • sl15 use relevant strategies to build their

vocabulary · sl16 articulate and justify answers, arguments and

· sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

· sl21 participate in discussions, presentations, performances, role play, improvisations and debates · sl22 gain, maintain and monitor the interest of the listener(s)

· sl23 consider and evaluate different viewpoints, attending to and building on the contributions of others

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens

· pa23 Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

· pc26 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

• pc27 Be able to face new challenges positively and know when to seek help.

RE - Learning From Religion LKS2 · rf21 Reflect on what it means to belong to a faith

Learning About Religion LKS2

· ra22 Investigate the importance of religion in the

· ra25 Begin to use information about religions from a range of sources.

LITERACY

Reading - word reading LKS2

• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they

• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2 · e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference

books or textbooks · e140 using dictionaries to check the meaning of words that they have read

• e142 identifying themes and conventions in a wide range of books

• e144 discussing words and phrases that capture the reader's interest and imagination • e148 asking questions to improve their

understanding of a text • e149 drawing inferences such as inferring characters' feelings, thoughts and motives from

their actions, and justifying inferences with evidence · e150 predicting what might happen from details

stated and implied

Writing - composition LKS2 · e165 discussing and recording ideas

• e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • e168 organising paragraphs around a theme

• e169 in narratives, creating settings, characters

• e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

• e172 assessing the effectiveness of their own and others' writing and suggesting improvements • e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • e174 proof-read for spelling and punctuation

• e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning

Writing - vocabulary, grammar and punctuation

• e178 using the present perfect form of verbs in contrast to the past tense • e182 learning the grammar for years 3 and 4 in

English Appendix 2 • e185 indicating possession by using the possessive apostrophe with plural nouns

• e186 using and punctuating direct speech

PHYSICAL EDUCATION

• pe4 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer • pe4.1 I can explain how developing my skills

separately has improved my performance in team

• pe6 I can identify the techniques I need to practice to improve my strength and performance in athletic activities • pe9 I can show you my record of sporting

performances • pe9.1 I can show you how I have improved in

Espanol (Y3T6) - Stage Coverage

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Light LKS2

- sc50 recognise that they need light in order to see things and that dark is the absence of light
 sc51 notice that light is reflected from surfaces
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- sc53 recognise that shadows are formed when the light from a light source is blocked by a solid object
 sc54 find patterns in the way that the size of shadows change.

Location knowledge LKS2

ge27 locate the world's countries, using maps to focus on Europe (including the location of Russia)
ge29 locate the world's countries, using maps to focus on major cities

Place knowledge LKS2

• ge38 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography LKS2

• ge40 rivers, mountains, volcanoes and earthquakes

Geographical skills and fieldwork LKS2

 ge46 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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 m95 solve problems, including missing number

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.

LKS2

- co14 design, write and debug programs, controlling or simulating physical systems
 co15 solve problems by decomposing them into
- co15 solve problems by decomposing them into smaller parts
- co16 use sequence in programs
 co22 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
 co30 recognise acceptable/unacceptable

behaviour; identify a range of ways to report

concerns about content and contact

PHYSICAL EDUCATION

LKS2

• pe4 use running, jumping, throwing and catching in

- pe4.1 use running, jumping, throwing and catching in combination
- pe5.1 play competitive games and apply basic principles suitable for attacking and defending
 pe6 develop flexibility, strength, technique, control and balance, for example through athletics
 pe9 compare their performances with previous
- pe9.1 demonstrate improvement
- pe9.2 demonstrate their personal best.

EXPRESSIVE ARTS AND DESIGN

LKS2

 ad14 to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.

 ad15 about great artists, architects and designers in history.

Design LKS2

- dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups

Cooking and nutrition LKS2

- dt50 prepare and cook a variety of predominantly savoury dishes
- dt51 cook using a range of cooking techniques
- dt52 understand seasonality

LKS2

- mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- mu16 listen with attention to detail and recall sounds with increasing aural memory
- mu19 appreciate a wide range of high-quality live and recorded music
- mu20 understand music drawn from different traditions

Reading - word reading LKS2

 e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and

LITERACY

to understand the meaning of new words they meet
 e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

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- e140 using dictionaries to check the meaning of words that they have read
- e142 identifying themes and conventions in a wide range of books
- e144 discussing words and phrases that capture
- the reader's interest and imagination
 e148 asking questions to improve their
- understanding of a text
- e149 drawing inferences such as inferring
- actions, and justifying inferences with evidence
 e150 predicting what might happen from details stated and implied

characters' feelings, thoughts and motives from their

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- sub-headings]
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- e175 read 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.

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- e182 learning the grammar for years 3 and 4 in English Appendix 2
- e185 indicating possession by using the possessive apostrophe with plural nouns
- e186 using and punctuating direct speech

COMMUNICATION AND LANGUAGE

KS2

- **fl2** explore the patterns and sounds of language through songs and rhymes
- fl3.1 engage in conversations and express opinions and respond to those of others
- and respond to those of othersfl3.2 engage in conversations and seek clarification
- and help
 fl4 peak in sentences, using familiar vocabulary,
- phrases and basic language structures
 sl15 use relevant strategies to build their
- vocabulary
- sI16 articulate and justify answers, arguments and opinions
- sI18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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Learning About Religion LKS2

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