

ENGLISH

Genre: Non- Chronological Reports

Word READING FOCUS

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

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

COMPREHENSION FOCUS

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.

HANDWRITING

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

COMPOSITION

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

Assessing the effectiveness of their own and others' writing and suggesting improvements.

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.

RE

Christmas Feasts and Epiphany, Revelation

AT1, AT3, AT3

Christmas Feasts + Epiphany

This unit looks at the Christmas story from the perspective of the shepherds. Their response invites an exploration of the language they used and also consideration of the nature of the ministry of Jesus, which was to care for and live among the poor and marginalised.

The symbolism of the nativity scene is examined through the story of the first crib.

Revelation

This unit is designed to support pupils in year 3 who may be making their first Holy Communion and begin to understand the parts of the Mass. Pupils are invited to explore how Sacred Scripture proclaims ways in which we are saved. It explores the response of Samuel to God's plan and considers what we can learn from it.

Opportunities are provided for pupils to know what the Liturgy of the Word is and what our response should be, as well as broadening their knowledge of what is contained in the Bible.

It introduces work on the Presentation and the Baptism of Jesus to enable pupils to begin to explore how people recognised God's revelation of Himself in Jesus.

YEAR 3 Spring one

The Romans

MATHS

Length

- Writing in m and cm
- Writing in km.
- Comparing length.
- Worded problems

Mass

- Reading weighing scales
- Solving worded problems.

Volume

- Measuring volume in ml/l
- Measuring capacity in ml/l
- Writing volume in ml/l
- Writing capacity in ml/l
- Solving worded problems.

Roman Numerals

- Knowing and using numerals from I to XII

Key Question for Laudato Si:

How can people from the past teach us to improve our future?

Gospel Value: Compassion

PE

Dance

Ads 1, sas 1, sas 2, kufh 1, eip 1, eip 2, ads 1

- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns

SPELLING, PUNCTUATION + GRAMMAR (SPAG)

Spell further homophones spell words that are often misspelt

Place the possessive apostrophe accurately in words with regular plurals

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

HISTORY

Cu 1, cu 2, cu 3, ih 1, ih 2, ih 3, he 2, he 3, he 4.

The Roman Empire and its impact on Britain

Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC , The Roman Empire by AD 42 and the power of its army , Successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

SCIENCE

Forces

Isp1, isp2, isp4, ope 2 (Maths)

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects.

DT

DPCI 1, DCPI 3, DCPI 4, DCPI 5, WWT 1, EPP 1, EPP 2.

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

We will be designing, making, evaluating and using technical knowledge to make Roman Shields, design Roman Houses, and Designing Roman Clothing.

ICI

Internet safety

- Importance of being safe on the internet.
- How to stay safe when using the internet.

Use of ict

- Using PowerPoint tools.
- Using search engines to copy pictures and find out information from useful sources.

CODING

- Using coding programmes.
- Retrieve store and manipulate data.
- use basic computer coding programmes with support

PSHE

Getting on and falling out and Going for Goals!

Getting on with each other and working hard to build good friendships. Looking at Empathy, managing feelings and our social skills.

What motivates us? What are our qualities and strengths?

Thrive based activities will continue on individual, group and whole class levels