



YEAR 3 Spring Term overview

Subject	
TRIPS	
Maths	<p>Multiplication - 3, 4 and 8 times tables including counting. Division - 1, 2, 3, 5, 4 and 8 times tables. Multiplication - Strategy, associative and distributive law. Statistics - pictograms and scaled bar charts. Multiplication and division worded problems. Fractions - finding fractions of discrete and continuous quantities. Ordering and comparing fractions. Adding and subtracting fractions with the same denominators. Fractions - problem solving with unit and non-unit fractions. Multiplication - multiplying multiples of ten. Multiplication - formal written multiplication</p>
English	<p>Genres Haiku poetry. Fairy tales with alternative endings. Writing a narrative based on the Clock Tower. Writing to argue. Non-chronological reports, Narrative based on the Dream Giver. Take One Book. SPaG: (Spelling, grammar and punctuation): Fronted adverbials, a/an, commas for lists, causal conjunctions, apostrophes for contraction and possession, -ly endings, -ally endings, -ful and -less suffixes.</p>
Topic	<p>Romans Children know; how Britain changed from the Iron Age to the end of the Roman occupation; Julius Caesar tried to invade Britain in 55BC but his invasion was unsuccessful; he invaded again in 54BC. Emperor Claudius invaded again in 43BC and this invasion led to the Romans conquering Britain; many Current English cities were established by the Romans including London, York, Bath and St Albans; Roman life in Britain was far more advanced than the British tribes; it included well-built villas with underfloor heating, aqueducts, sewer systems, roads, public baths and better tools and weapons; how there was resistance to the Roman occupation and know about Boudica. <u>Key Vocabulary:</u> Romans, Rome, Emperor, Boudica, Settlements, Tribes, Cities, Battles, Weapons, Lifestyle, Roads, Resistance, Invasion, Occupation, BC, AD.</p>
Computing	<p>Touch typing designed to help children learn the basics of quick and efficient typing. They will understand the correct way to sit at a keyboard, learn how</p>



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	<p>to use the home, top and bottom row keys. They will practice typing with both left and right hands.</p> <p>Key Vocabulary</p> <p>Posture, top row keys, home row keys, bottom row keys, space bar.</p> <p>Email</p> <p>to think about different ways of communication. Children will open and respond to an email and write rules about how to stay safe when using email. Children will attach work to an email and know what CC means.</p> <p>Key Vocabulary</p> <p>Communication, email, compose, send, attachment, address book, save to draft, password, CC, formatting.</p>
Science	<p>Rocks and Soils</p> <p>They will compare and group together different kinds of rocks based on their appearance and simple physical properties. They will study how fossils are formed when things that have lived are trapped within rock. Children will look at the life of Mary Anning. They will recognise that soils are made from rocks and organic matter.</p> <p>Key Vocabulary</p> <p>Fossils, Sedimentary, metamorphic, igneous, Mary Anning, soil, organic matter, properties, formation, dinosaur, physical properties.</p>
DT	<p><u>Topic: Dream Catchers</u></p> <p>Children will: generate ideas for an item; work safely and accurately with junior hacksaws and bench hooks; join materials; make drawings with labels when designing; explain how designs work.</p> <p><u>Key Vocabulary:</u> dreamcatcher, materials, safety, hacksaw, bench hook, design, evaluate.</p>
Art	<p><u>Topic: Mosaics</u></p> <p>Children will: respond to art from other cultures and other periods of time; use IT programs to create a piece of work – for example a mosaic – this should include their own work and that of others to explore and compare their work with a range of artists; use mosaic and montage; be introduced to basic tie-dye.</p>



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	<p><u>Key Vocabulary:</u> mosaics, tesserae, Romans, grout, tiles, design, tie-dye, evaluate.</p>
Indoor PE	<p>Dance</p> <p>Perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control coordination. Demonstrate combinations of movement using whole body and body parts. Respond to a range of stimuli and understand that the ideas initiated by the stimulus can be translated into movement. Develop movement phrases by using actions and dynamics. Understand how dance communicates moods, ideas, and feelings. Develop movement phrases by considering pathways and using space well. Develop movement phrases with a partner or a small group working with others to explore over/under, push/pull, meet/part. Show ways of performing movement patterns in different group formations (square, circle, line) and use simple compositional devices such as unison, canon, repetition, variation. Perform with expression showing a sense of phrasing and rhythm. Understand and show different styles of dance in my performance</p> <p>Key Vocabulary</p> <p>Matilda, Box square, jazz square, space, expression, prop, fluency, over/under, position, partner, rhythm, barn dance, unison.</p>
Outdoor PE	<p>Tag Rugby</p> <p>Signal for the ball and pass and receive in sequential order (1-2-3-4-1 etc). Pass and receive on the move and signal for the ball to retain possession and show progression down the court / pitch. Play with confidence in various small game formations (e.g. 2v1, 3v1, 3v2, 2v2, 3v3). Plan and adjust rules and strategies to make the game fairer, safer, and more challenging. Describe the format and intention of the game and explain why particular rules have been made. Know how to use space in games.</p> <p>Key Vocabulary</p> <p>Tag, Rugby, attacking defending, strategy, pass, receive, contact, movement, challenge, try.</p> <p>Tennis</p> <p>Strike a ball with reasonable control and accuracy at a target or over a net. Select and use appropriate basic shots in different situations. Understand simple principles and tactics and use them effectively in a game activity e.g. a long shot followed by a short one makes the return shot difficult for an opponent. Play confidently and competitively in small, sided games (2v2, 3v3) and apply net/wall principles to other activities e.g. netball. Know and use the rules and keep games going without dispute.</p> <p>Key Vocabulary</p>



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	Tennis, net, racket, pass, opposition, strike, partner, aim, tactic, ball.
RE	<p>Sources of Wisdom (Hinduism and Christianity)</p> <p>Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings, or sources of wisdom. Identify the faith traditions from which these come and their impact on followers. To know about sacred texts and beliefs about their origin and how they should be treated i.e., The Bible, Examine the power of faith stories and sacred writing from the Hindu and Christian traditions e.g., the story of 'The Good Samaritan'. Explore the impact of authority (e.g. Jesus) on these individual followers. Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers. Explore the different stories of the Hindu Gods: Vishnu, Brahma, Shiva (Trimurti). Explain what the Trinity is and how it links to Christian traditions.</p> <p>Key Vocabulary Holy Trinity, Holy Spirit, God, Jesus, Samaritan, Priest, Levite, outcast, deity, Lakshmi, Trimurti, Brahma</p>
PSHE	<p>Dreams and Goals</p> <p>Be able to speak about different challenges people face. Identify a personal dream or goal. Become motivated and enthusiastic about facing new challenges. Recognise obstacles that may hinder achievement and how to overcome these. Evaluate own learning.</p> <p>Key Vocabulary</p> <p>Dreams, goals, ambitions, future, aspirations, challenge, motivated, enthusiastic, strengths, weaknesses.</p> <p>Healthy Me</p> <p>Understand that exercise affects my body and understand the amount of calories I put in my body will affect my health. Discuss knowledge and attitudes towards drugs. Identify things and people that make us feel safe or unsafe and understand where to go for help. Know how</p>



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	<p>complex the body is.</p> <p>Key Vocabulary</p> <p>Oxygen, energy, calories, heartbeat, lungs, fitness, healthy, drug, attitude, safe, unsafe.</p>
French	<p>Combien Des Biscuits?</p> <p>Listen to and respond to rhymes, stories, and songs. Listen to and respond to days of the week, a few words in a song, colours, numbers, and praise words. Repeat modelled words. Experiment with the writing of simple words. Show awareness of word classes - nouns, adjectives, verbs and connectives and be aware of similarities in English.</p> <p>J'ai Six Ans</p> <p>Repeat modelled short phrases; listen and show understanding of short phrases through physical response.</p> <p>Say or repeat a few words or phrases eg. What the weather is like, naming classroom objects. Name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person.</p>
Music	<p><u>Topic: Ukulele</u></p> <p>Children will: play various percussive instruments including the drums; use devices such as tempo, pulse, dynamics and timbre beginning to understand reading and writing music and applying this to their creative activities; play four notes on the ukulele and use technology to create music.</p> <p><u>Key Vocabulary:</u> percussion, notes, ukulele, strings, instruments, pitch, pulse, tempo, dynamics.</p>