

**Year 3 Spring Term Overview 2017**

<b>Subject</b>	<b>Half Term 1</b>	<b>Half Term 2</b>
<p><b>Literacy</b></p>	<p><b><u>Non-fiction– Non-Chronological Reports</u></b>            In this unit children will have the opportunity to explore features of reports using their favourite games. We will be investigating biased views and finding the features of reviews and reports. Children will have the chance to practice these features before using them to write their own report about caring for the environment.  <b><u>Grammar:</u></b> Will include pronouns, present tense and different verb tenses.  <b><u>Spelling:</u></b> For this unit the focus will be on using the suffixes –ing, -ed, –er and -tion following the rules for applying them to words to create new words and to alter verb tenses.</p> <p><b><u>Instructions:</u></b>            Based on our science topic for the term, children will explore a range of different instructions and identify key features and investigate the different contexts for instructions. This unit ends with children writing their own clear instructions for how to make a bird feeder.  <b><u>Grammar:</u></b> imperative verbs, coordinating and subordinating conjunctions, adverbial phrases, adverbs.  <b><u>Spelling:</u></b> There will be a continuation of weekly spellings based on phase 6 and a focus on prefixes un-, dis-, re-, mis- and in-</p> <p><b><u>Poetry – creating Images</u></b>            Children will have lots of fun learning chants by heart, adding their own unique actions to convey meaning and writing their own chants based on one they have read and writing descriptive poetry about an animal and the wind using a range of descriptive tools.  <b><u>Grammar:</u></b> Adverbs, similes, powerful verbs and adverbs, adverbial phrases, expanded noun phrases descriptive techniques,  <b><u>Spelling:</u></b> Weekly spellings.</p> <p><b><u>Guided reading:</u></b>            Children will tackle a range of genres to suit their reading ability including a range of poetry and play scripts.</p>	<p><b><u>Fiction– Stories about imaginary worlds</u></b>            Children will be using the story ‘A Pebble in my pocket’ as a focus for role play and hot seating to understand key characters in detail. After identifying the features used by authors to create different effects, children will have the opportunity to write their own story based on an imaginary world using the class text as a foundation.  <b><u>Grammar:</u></b> Children will practise using the different tenses correctly, punctuating dialogue using inverted commas and commas in the correct places and have an introduction to using the perfect form of the verb to give an indication of the timing of events.  <b><u>Spelling:</u></b> Weekly spellings</p> <p><b><u>Non-Fiction – recount</u></b>            Based on our topic work children will be visiting College Lake and have the time to consolidate and extend previous learning of recounts to write a recount of their visit to College Lake.  <b><u>Grammar:</u></b> Past tense verbs, perfect verb forms, paragraphing, adverbial phrases to indicate time and place, conjunctions, sentence structures.  <b><u>Spelling:</u></b> Weekly spellings</p> <p><b><u>Poetry – Traditional poems</u></b>            Children will investigate poems, trying out their own alternative lines for existing poems written in the style of the poet and creating their own lines of poetry based on everyday items and their description. Children will have the opportunity to focus on their performance skills to give a polished performance of a traditional poem. Children will be challenged to think carefully about their vocabulary choices to create impact.  <b><u>Grammar:</u></b> Definite and indefinite articles, defining nouns, verbs and adverbs, using adverbs and adverbial phrases in their writing including fronted adverbials, compound and complex sentences.  <b><u>Spelling:</u></b> Weekly spellings</p> <p><b><u>Guided reading:</u></b>            Children will tackle a range of genres to suit their reading ability including information texts and play scripts.</p>
<p><b>Mathematics</b>  <b>Key skills this term:</b></p>	<ul style="list-style-type: none"> <li>• Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10 (whole number answers); count in steps of 10, 50 and 100.</li> </ul>	<ul style="list-style-type: none"> <li>• add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition;</li> <li>• investigate patterns in numbers when adding them; choose to</li> </ul>

	<ul style="list-style-type: none"> <li>• Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice</li> <li>• Identify <math>\frac{1}{2}</math>s, <math>\frac{1}{3}</math>s, <math>\frac{1}{4}</math>s, <math>\frac{1}{6}</math>s, and <math>\frac{1}{8}</math>s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts</li> <li>• Recognise right angles and know they are <math>90^\circ</math>; understand angles are measured in degrees; recognise <math>^\circ</math> as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge (border) of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know <math>360^\circ</math> is a full turn; begin to understand angles and identify size of angles in relation to <math>90^\circ</math></li> <li>• Subtract pounds and pence from five pounds; use counting up as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds.</li> </ul>	<p>solve addition using a mental method or expanded column addition (written method)</p> <ul style="list-style-type: none"> <li>• Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time</li> <li>• multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division</li> </ul>
<b>Science</b>	<p><b><u>Forces and magnets</u></b> In this science unit children will identify pushes and pulls as forces and explore how things move on different surfaces. Children have the opportunity to find out about attraction and repulsion by magnetic forces and which materials are magnetic, looking at compasses and uses of magnets. We will carry out some scientific investigations using magnets.</p>	<p><b><u>Rocks</u></b> Children will be digging into the ground beneath their feet to describe rocks and compare their properties after tackling exciting activities. Children will learn how fossils are formed in sedimentary rocks and discover soil facts and consider the importance of different soil types.</p>
<b>Computing</b>	<p><b><u>Developing communication</u></b> Children will be able to send emails and post on the class blog in a controlled and safe environment. We will also re-visit internet safety to ensure all children know how to stay safe when using the internet or communicating online.</p>	
<b>PSHE</b>	<p><b><u>Going for goals</u></b> The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness and motivation.</p>	<p><b><u>Good to be me</u></b> The children will experience activities which allow them to reflect individually, in small groups and as a whole class relating to self-awareness, managing feelings and empathy.</p>
<b>History</b>	<p>No historical focus this term.</p>	
<b>Geography</b>	<p><b><u>Improving the environment</u></b> This topic focuses on human geography. Children will explore the distribution of natural resources around the world including energy, food, minerals and water. Children will have the opportunity to think about ways in which we can improve our environment and ways in which we can be more efficient in reducing, reusing and recycling materials.</p>	
	<p><b><u>Christianity and Islam</u></b></p>	

<b>RE</b>	This term we will be focusing on Islamic stories and the stories of Jesus, identifying key messages that underpin these stories and looking for similarities and differences in these stories and the messages they give.	
<b>Art</b>		Practising key skills including colour mixing, shade, tone and observational drawings.
<b>DT</b>	<p><b><u>Bird feeders</u></b>  Children will have the opportunity to look at a range of bird feeders, their construction and their different styles. Children will follow the design, make and evaluate process to create their own version of a bird feeder.</p>	
<b>Music</b>	Children will be identifying instruments and the families they belong to. Children will also have the opportunity to rehearse singing in unison and singing 2 part songs. Cello with Mrs. Dobson.	
<b>PE</b>	<p><b><u>Dance</u></b>  Exploration of different types of dance and rehearsing key aspects such as direction and timing for the May Day dance.</p> <p><b><u>Outdoor Games</u></b>  Children will be taught the rules and skills needed to play a range of games by the Rising Stars coach.</p>	
<b>French</b>	<b>Taught by Madame Hargadon</b>	