



English

To use adverbs to describe when something is happening.

To interpret ideas to visualise a character.

To write a setting description.

To identify key events in a story and to represent the main points.

To develop a new story based on a familiar plot structure.

To create and develop characters for narrative.

To write an innovated story.

To create a recount in the format of a diary.

To write a poem based on a theme of the Romans.

DT

To explore and use mechanisms such as flaps, sliders and levers.

Use annotated sketches and prototypes to develop, model and communicate ideas

To order the main stages of making.

RE-

To understand the importance of listening and sharing with one another.

To reflect on the importance of the Introductory Rite.

To understand the Liturgy of the Word.

To understand the offering of the Gifts.

To understand the meaning of the Eucharistic Prayer.

To retell the events of the Communion Rite.

To identify and recognise people in the community who give to others.

To understand that Lent is an opportunity for giving.

To explain the ways in which parents and children love and respect one another.

To identify how people live out the Beatitudes and give reasons why.

To understand that sometimes it is hard to be totally giving.

To understand how Jesus was totally giving.

To write a recount of Jesus' resurrection.

Science-

A force is a push or a pull. When an object moves on a surface, the texture of the surface and the object affect how it moves. It may help the object to move better or it may hinder its movement e.g. ice skater compared to walking on ice in normal shoes.

A magnet attracts magnetic material. Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic. The strongest parts of a magnet are the poles. For some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees. Some forces can act at a distance e.g. magnetism. The magnet does not need to touch the object that it attracts.

Magnets have two poles – a north pole and a south pole. If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. If two unlike poles, e.g. a north and south, are brought together they will pull together – attract.

French-

To recognise, recall and spell different instruments with their definite article/determiner.

To consolidate the pronunciation and spelling of all ten instruments.

To be introduced to the verb 'to play (an instrument)'.
(to play)

To revise and consolidate all language covered in the unit and complete the end of unit assessment.

Year 3
Spring
Term 2

PE

OAA

To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To cooperate and work together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions. To explain how they worked as a team to solve challenges. To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.

Striking and Fielding

To demonstrate an underarm throw with accuracy. To catch a ball in a striking and fielding game. To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game.

Computing

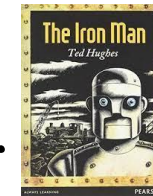
Spreadsheets

To use the symbols more than, less than and equal to, to compare values.

To use 2Calculate to collect data and produce a variety of graphs.

To use the advanced mode of 2Calculate to learn about cell references.

We are
reading...



PSHE

To recognise potential risks associated with browsing online.

Recognise and describe appropriate behaviour online as well as offline;

To identify different types of relationships.

To understand the difference between fact and opinion.

To understand the terms 'income', 'saving' and 'spending'.

To explain that people earn their income through their jobs.

Maths

To compare and order unit and non-unit fractions.

To use fractions and scales.

To count in fractions on a number line.

To identify equivalent fractions on a number line and as bar models.

To use scales.

To measure mass in grams and kilograms.

To compare mass.

To identify equivalent masses.

To add and subtract mass.

To measure capacity and volume in millilitres and litres.

To identify equivalent capacities.

To compare capacity and volume.

To add and subtract capacity and volume.

Geography

Understand that under the earth's surface are different layers (crust, mantle, inner core, outer core, magma).

Know that volcanoes are formed by magma travelling through the earth's crust and emerging as lava. Lava cools and hardens into rock.

Volcanoes can be active, dormant or extinct. Volcanoes affect people's lives (e.g. disaster for homes, lives in danger but improved soil for farming).

Some famous volcanoes are Mount Vesuvius in Italy, Krakatoa in Indonesia and Mount St. Helens in USA.

Understand that the Earth is constantly moving and changing.

Know that an earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's plates (plate tectonics).

Know some major earthquake zones e.g. Pacific ocean, Ring of Fire.

Explore and understand how earthquakes affect people's lives (need special buildings, evacuations, homes destroyed).