

Y3 Spring Overview

Writing	Maths
<p><i>The Green Ship by Quentin Blake</i>            Predictions from first 2 pages.            Visualisation and art work            paired work and speech bubbles to show thoughts            Characters feelings in and out            Session 4            Write a character description for Mrs Tredagar            Freeze frames and thought bubbles            Plan and write a poem about the illustrations of the storm.            Plan and write            Debate and argument            Story mapping            Drama            Book review            Story map their own version of the book            Retell the story in pairs using yesterday's story maps</p> <p><i>The Secret of Black Rock by Joe Todd Stanton (The Write Stuff)</i>            Sight – a 'looking' sentence            Thoughts – character's inner thoughts            Simile – quick/dark            Ambitious colours            Complex sentence 'because'            Adverbs ('ly')            Adjectives in final position (power of three)            Time adverb/adverbial            Prefix ('un')</p>	<p><i>Objectives:</i>  <b>Multiplication and division</b>            Multiples of 10            Multiply 2 digit by 1 digit, no exchange            Multiply 2 digit by 1 digit, with exchange            Link multiplication with division            Divide 2 digit by 1 digit no exchange            Divide 2 digit by 1 digit with exchange</p> <p><b>Length and Perimeter</b>            Measure length in cm and m            Measure in mm            M, CM, MM            Equivalent lengths m and cm            Equivalent lengths mm and cm            Compare lengths            Add lengths            Subtract lengths            Measure perimeter            Calculate perimeter</p> <p><b>Fractions</b>            Understand denominators of unit fractions            Compare and order unit fractions            Understand the numerator of non unit fractions            Understand a whole            Fractions and scales            Fractions on a number line            Count in fractions on a number line            Equivalent fractions on a number line            Equivalent fractions as bar models</p>

## SPAG

*Objectives:*

### **Adverbs**

1. What is an Adverb?
2. Using Adverbs to Express Time
3. Using Adverbs to Express Place
4. Using Adverbs to Express Cause
5. Using Adverbs to Express Time, Place and Cause

### **Preposition**

1. What is a Preposition?
2. Prepositional Phrases
3. Using Prepositions to Express Time
4. Using Prepositions to Express Place
5. Using Prepositions to Express Cause
6. Using Prepositions to Express Time, Place and Cause

### **Speech**

1. Recognising Direct Speech
2. Punctuating Direct Speech
3. Writing Direct Speech

### **Tenses**

1. Recognising the Present Perfect Form in Sentences
  2. Using the Present Perfect Form in Sentences
- Additional Step: Introducing Present Perfect Form

## Mass and capacity

Use scales

Measure mass in grams

Measure in KG and G

Equivalent masses

Compare mass

Add and subtract mass

Measure capacity and volume in ml

Measure capacity and volume in l and ml

Equivalent capacity

Compare capacity

Add and subtract capacity and volume

## Spelling

*Objectives:*

Ai and aigh

Ei eigh

Ey and ay

Adding suffix ly to turn adjective into adverb

Homophones

Challenge words

The l sound spelled al

<p>The l sound spelled le          Adding suffix ly , when the root word ends in le, it is replaced with ly          When the root word ends in ic , add suffix ally          Adding suffix ly to other root words which don't follow the rules          Challenge words          Words ending in er when the root word ends in (t)ch          K sound using ch</p>	
<p>Reading</p>	
<p><i>Texts covered:</i>  <b><i>The Green Ship by Quentin Blake and The Secret of Black Rock by Joe Todd Stanton</i></b>  <i>Objectives:</i>          Predict what might happen from details stated and implied          Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence          Making comparisons with and across books          Participating in discussions          about books, explaining their understanding of what they have read and provide reasoned justification for their views</p>	
<p>Geography</p>	<p>History</p>
<p><b>Why are Jungles so wet and deserts so dry?</b>          Why is climate different across the United Kingdom?          What are the world's climates?          How do climate graphs help geographers compare the climate of one place with another?          How does the climate affect the plants and animals living in a place?          Why is the jungle of the Amazon Rainforest so wet and humid?          Why is Arica the driest inhabited place on Earth?</p> <p><b>Why do some earthquakes cause more damage than others?</b>          Why won't Paula and Richard forget 22 February 2011?          How has New Zealand been affected by earthquakes in the past?          Why does New Zealand have so many earthquakes?          Why don't the largest earthquakes always cause the most death and destruction?          Why do most volcanoes happen in the same places as earthquakes?</p>	<p style="background-color: cyan; text-align: center; color: black; font-weight: bold;">PE</p> <p><b>Tag rugby</b>  <b>Netball</b>  <b>Cricket</b>          -I am able to bowl a ball towards a target.          -I am beginning to strike a bowled ball after a bounce.          -I am developing an understanding of tactics and I am beginning to use them in game situations.          -I am learning the rules of the game and I am beginning to use them honestly.          -I can persevere when learning a new skill.          -I can provide feedback using key words.          -I can use overarm and underarm throwing, and catching skills.          -I work co-operatively with my group to self-manage games.</p>

Write a non-chronological report on the New Zealand earthquake ( <i>cross curricular- English</i> )		
<b>Science</b>	<b>RE</b>	
<p><b>Rocks</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p><b>Forces and magnets</b> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Judaism</b> Mains beliefs in Judaism. Looking at a synagogue and the symbols inside. Jewish celebrations. Torah.</p> <p><b>Easter</b> Retell the Easter story. Look at the importance of the words said at the last supper. How prayer is related to Good Friday.</p>	
	<b>Music</b>	<b>MFL</b>
	<p>Ballads Pentatonic melodies and compositions</p>	<p><b>Les fruits</b> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French</p> <p><b>Je peux</b> Recognise, use and remember 10 common French verbs/activities. Use these verbs in the infinitive to make a short sentence starting with je peux.</p>
<b>Art</b>	<b>Design Technology</b>	
<p><b>Kandinsky</b> To learn about the life and work of Kandinsky. To develop ideas for an abstract work of art inspired by Kandinsky To create an abstract work of art inspired by Kandinsky</p> <p><b>Drawing – growing artists</b></p>	<p><b>Textiles- cushions</b> Designing and making a template from an existing cushion and applying individual design criteria. Following design criteria to create a cushion. Selecting and cutting fabrics with ease using fabric scissors.</p>	

<p>To recognise how artists use shape in drawing          To understand how to create tone in drawing by shading          To understand how texture can be created and used to create art          To apply observational drawing skills to create detailed studies          To apply an understanding of composition to create abstract drawings</p>	<p>Threading needles with greater independence.          Tying knots with greater independence.          Sewing cross stitch to join fabric.          Decorating fabric using appliqué.          Completing design ideas with stuffing and sewing the edges.          Evaluating an end product and thinking of other ways in which to create similar items.</p>
<p><b>Computing</b></p>	
<p><b>Touch Typing</b> (2Type)  <b>Email</b> (Including email safety)</p>	