

## Literacy

WALT apply our growing knowledge of root words, prefixes and suffixes to read and understand new words  
WALT understand what we read, in books we can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction
- Develop spelling and handwriting skills in line with curriculum objectives  
Pupils should be taught to:
- plan their writing
  - draft and write
  - evaluate and edit

WALT extend the range of sentences with more than one clause by using a wider range of conjunctions  
WALT use the present perfect form of verbs in contrast to the past tense  
WALT choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  
WALT use conjunctions, adverbs and prepositions to express time and cause  
WALT use fronted adverbials

## Physical Development

### Dodgeball:

WALT play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

### Swimming

## Personal, Social and Emotional Development

### PSCHE: Good to be me

WALT do something to be proud of  
WALT respond in an assertive way  
WALT help someone with a worry  
WALT understand why and how rules and laws are made  
WALT understand different points of view

### R.E.: Christianity - What is 'good' about Good Friday?

WALT recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.  
WALT suggest how a person may rescue/help others who are in difficult situations.  
WALT start to explain why Christians believe Jesus' death is important.  
WALT begin to reflect on whether I agree with Christian beliefs about Jesus' death.

## SPRING TERM 2 Activities Stones 'n' Bones Year 3

**Engage:** *A day in the Stone Age  
(Themed day)*

**Express:** *Create a Non-fiction book about  
The Stone Age*

## Mathematics

*Please see Success and Challenge cards*

## Understanding of the World

### HISTORY: Changes in Britain from the Stone Age to the Iron Age

WALT sequence the early ages of Britain chronologically  
WALT learn about how life was different during each age, and how it progressed through the period  
WALT learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae  
WALT investigate Bronze Age religion, technology and travel, for example, Stonehenge  
WALT learn about Iron Age hill forts: tribal kingdoms, farming, art and culture

### SCIENCE: Light

Pupils should be taught to:  
WALT recognise that they need light in order to see things and that dark is the absence of light  
WALT notice that light is reflected from surfaces  
WALT recognise that light from the sun can be dangerous and that there are ways to protect their eyes  
WALT recognise that shadows are formed when the light from a light source is blocked by an opaque object  
WALT find patterns in the way that the size of shadows change.

### COMPUTING: Digital Literacy – iConnect

WALT use digital content created by others responsibly, adhering to the rules of plagiarism and copyright  
WALT use search technologies effectively  
WALT be discerning in evaluating digital content  
WALT select and use a range of media to create a document  
WALT use digital devices to create, edit and share videos.  
WALT understand and generate QR codes

## Languages

### Playground games

WALT remember how to say and write some colours and some days of the week.  
WALT understand and say some numbers between 11 and 20.  
WALT ask someone's age and give my age.

## Expressive Art and Design

### D&T:

WALT select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  
WALT apply understanding of how to strengthen, stiffen and reinforce more complex structures

### Music:

WALT appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
WALT develop an understanding of the history of music