

Literacy

Apply their growing knowledge of root words, prefixes and suffixes to read and understand new words

Understand what they read, in books they 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
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials

Mathematics

Please see Success and Challenge cards

Physical Development

Dodgeball:

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

Learn how catch a ball in different situations such as standing still and whilst on the move.

Learn how to effectively find and create space for yourself and others

Learn how to move their feet quickly and effectively to dodge any dodgeballs and learn accuracy of shots.

Understand the basic rules of Dodgeball

Personal, Social and Emotional Development

PSCHE: *What hazards are there in our local environment?*

Learn how to recognise hazards that may cause harm or injury and know what to do to reduce risk and keep themselves (or others) safe

Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing

Understand that their body belongs to them and should not be hurt or touched without their permission; what to do if they feel uncomfortable

Learn how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)

Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for asthma, and other household products, responsibly)

Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns

Know what to do in an emergency, including calling for help and speaking to the emergency services

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

Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.

Suggest how a person may rescue/help others who are in difficult situations.

Start to explain why Christians believe Jesus' death is important.

Begin to reflect on whether I agree with Christian beliefs about Jesus' death.

SPRING TERM 2 Objectives Stones 'n' Bones Year 3

Knowledge Outcomes

The Stone Age is the name given to the earliest period in human culture, when stone tools were first used in Britain.

The Stone Age was separated into 3 periods Palaeolithic, Mesolithic and Neolithic.

A Neanderthal is an early person.

The Stone Age lasted until about 3300bc, when the Bronze Age began.

Challenge: Early in the Stone Age, humans lived in small nomadic groups.

Understanding of the World

History: *Changes in Britain from the Stone Age to the Iron Age*

Sequence the early ages of Britain chronologically

Learn about how life was different during each age, and how it progressed through the period

Learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Investigate Bronze Age religion, technology and travel, for example, Stonehenge

Learn about Iron Age hill forts: tribal kingdoms, farming, art and culture

Science: **Light**

Pupils should be taught to:

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

Computing: **Digital Literacy – iConnect**

Use digital content created by others responsibly, adhering to the rules of plagiarism and copyright

Use search technologies effectively

Be discerning in evaluating digital content

Select and use a range of media to create a document

Use digital devices to create, edit and share videos.

Understand and generate QR codes

Languages

Using colours and numbers

Colours: recapping previous colours and introducing orange, purple, brown and grey.

Asking what colour something is.

Recapping numbers 1 -12.

Exploration of recognising that some nouns use 'un' and some nouns use 'une' and why this is.

Expressive Art and Design

D&T:

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

Apply understanding of how to strengthen, stiffen and reinforce more complex structures

Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music