

**Story as a theme**  
**Write a narrative based on the novel Stig of the Dump.**

- To be able to identify the characters, setting and events.
- Identify and discuss new vocabulary.
- Take on the role of a character and use evidence from the text to act in role.
- Identify key points and use evidence from the text.
- Develop rules for discussion.
- Children will be able to sequence and discuss events.
- Recognise the text type features of an adventure narrative.
- Children will be able to identify the plot structure of a narrative.

**English Objectives**

- Poems on a theme**  
**Children will be able to:**
  - Use root words to understand meanings of words.
  - Listen to poetry reading and provide an opinion with reasons.
  - Identify ways to perform a poem which engage the listener.
  - Identify the structure of a poem.
  - Read poems, select favourites and justify preferences.
  - Prepare a poem for performance.
  - Children will be able to generate ideas and vocabulary in preparation for writing a poem.

**Discussion**

- Identify different points of view. Children will be able to identify complex sentences using conjunctions e.g. *if, although*.
- Read a discussion text and identify key points.
- Analyse a discussion text for structure.
- Explore the language used in a discussion text.
- Write a discussion text based on a plan using complex sentences with conjunctions e.g. *if, although*.
- Use paragraphs with key ideas.
- Use text type features of discussion texts including openers e.g. *firstly, on the other hand, however*.

**ART -Drawing and painting**

Using photographs or real fossils, children can observe and make detailed drawings.

Use photographs of fossils to make a series of drawings in sketchbooks. Use a full range of drawing materials, including grades of pencils, charcoal and chalk to make careful drawings, and smudge to help create 3-D effects. Work on a larger scale, perhaps with charcoal and graphite sticks. Children can be given the opportunity to work on large scale individually or in groups

From drawings develop a simplified printing motif of a fossil. Relief printing blocks can be built up with various materials built up onto a card base. Children need time to experiment with suitable materials such as string, bubble wrap, tin foil and card to know which materials are best suited for the project.

**Computing**  
**Digital Literacy - Digital Research Skills**

- Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos.
- Evaluate different search engines and explain their choices in using these for different purposes.
- Develop key questions and key words to search for specific information to answer a problem, e.g. a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.
- Consider the effectiveness of key questions on search results and refine where necessary.
- Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.
- Use appropriate tools to save and retrieve accessed information, e.g. through the use of favourites, history, copy/paste and save as.
- Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner.
- Know how to temporarily allow useful pop-ups from a website.

**Mathematics**  
 Recap place value  
 Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

- Understand that finding a fraction of an amount relates to division.
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Show practically or pictorially that a fraction is one whole number divided by another (for example,  $\frac{3}{4}$  can be interpreted as  $3 \div 4$ ).

Understand that finding a fraction of an amount relates to division.

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Understand how division statements can be represented using arrays.

Understand division as sharing and grouping and use each appropriately.

- Select a mental strategy appropriate for the numbers involved in the calculation.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Write and calculate mathematical statements for division using the multiplication tables that they know, including for two-digit numbers divided by one-digit numbers, using mental and progressing to formal written methods.

**Measure, compare, add and subtract volumes and capacities.**  
 Measure, compare, add and subtract masses.  
*Solve problems involving and measures.*

Recall and use multiplication and division facts for the 8 multiplication tables.  
 Use sorting diagrams to compare and sort numbers.  
 Describe and extend number sequences involving counting on or back in different steps.  
 Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Select a mental strategy appropriate for the numbers involved in the calculation.  
 Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

**History - Stone Age**

Show increasing knowledge and understanding of the past by:

Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. *between hunter-gatherers and early farmers*)

Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time (such as *placing the construction of Stonehenge into chronological order*). Be able to describe some of the main events, people and periods they have studied by:

- Understanding some significant aspects of history (such as *the complexity of building Stonehenge*).

Year 3 Spring 1  
 Rock and Roll

**Physical Education**  
**PE will be on a Wednesday and Friday**

This half term the children will have a unit on dance. We will be developing a dance routine to rock and roll music.

We will also be doing Outdoor Adventurous Activities. These activities aim to develop communication, problem solving, thinking and map reading skills.

**Geography**

Locate the world's countries.  
 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.  
 Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.  
 Use maps at more than one scale.  
 Recognise patterns on maps and begin to explain what they show.  
 Use the index and contents page of atlases.  
 Link features on maps to photos and aerial views.

- Describe and understand key aspects of:
  - physical geography including volcanoes and earthquakes.
  - human geography including types of settlement and land use.

**Music**  
 Listen and appreciate Rock and Roll music and consider its impact on the music industry.

Analyse and compare sounds.  
 Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.  
 Develop an understanding of the history of music.  
 Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.  
 Play tuned and untuned instruments with control and rhythmic accuracy.  
 Practise, rehearse and present performances with an awareness of the audience.

**Science**

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.
- By exploring different soils and identifying similarities and differences between them and investigating what happens when rocks are rubbed together [hardness test] or what changes occur when they are in water [permeability test].

**Religious Education.**  
 Jesus the man who changed lives.  
 We will be considering the impact Jesus had / has on people's lives.

**Key Questions**

What does 'change' mean?  
 How can our lives be changed? Is it easy to change?  
 How did Jesus change lives?  
 When did/does Jesus change lives?  
 What happens when Jesus changes lives?

