

<p style="text-align: center;"><u>ENGLISH</u></p> <p><u>Myths, legends, fables</u> Use talk to organize roles and actions Actively include and respond to all members of the group Identify features that writers use to provoke readers' reactions Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved Signal sequence, place and time to give coherence Show relationships of time, reason and cause through subordination and connectives</p> <p><u>Reports</u> Identify the presentational features used to communicate the main points in a broadcast Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus Identify and make notes of the main points of section(s) of text Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen Identify features that writers use to provoke readers' reactions</p> <p><u>Stories about imaginary worlds</u></p> <p><u>Recounts</u></p> <p><u>Poetry: Performance Poems an Traditional Poems</u> to read aloud and recite poems comparing different views of the same subject; to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout; to express their views about a story or poem, identifying specific words and phrases to support their viewpoint; to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons to perform poems to an audience</p>	<p style="text-align: center;"><u>HISTORY</u></p> <p><u>The Roman Empire and its impact on Britain</u> To know who the Romans were and where they came from To know how the Celtic way of life differ from that of the Romans To know who Boudicca was To know what happened in AD 60 To know what a gladiator was To know what mattered to the Romans To learn about the religion of the Romans To know what the Romans left behind</p> <p style="text-align: center;"><u>PROJECTS</u></p> <p>Create a model of a Roman temple</p> <p style="text-align: center;"><u>MfL (SPANISH)</u></p> <p>Classroom instructions/Greetings Animals/ Colours Saying name and age Numbers 1-15 Simple opinions Days of the week Gender High frequency verbs (tengo, soy, me gusta, detesto, quisiera)Aquí hay Definite and indefinite articles (el, la, los, las, un, una)</p> <p style="text-align: center;"><u>RE</u></p> <p>The Bible</p> <div style="text-align: center;">  <p>Spring Term 2017-18 Y3</p> </div>	<p style="text-align: center;"><u>MATHS</u></p> <p><u>Addition and subtraction</u> Addition and subtraction of 3-digit numbers, with and without regrouping Using concrete materials to represent 3-digit numbers Solving word problems involving addition and subtraction Recognise the value of digits in 3-digit numbers Use the columnar method to add and subtract Organise their work independently and neatly to avoid errors Using the inverse to check answers</p> <p><u>Time</u> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute record and compare time in terms of seconds, minutes and hours use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events [for example to calculate the time taken by particular events or tasks]</p> <p><u>Fractions</u> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators count up and down in tenths recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 recognise and show, using diagrams, equivalent fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] compare and order unit fractions, and fractions with the same denominators solve problems that involve all of the above</p>
<p style="text-align: center;"><u>MUSIC</u></p> <p>To explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures through:</p> <ul style="list-style-type: none"> Controlling sounds through singing and playing - performing skills Creating and developing musical ideas - composing skills Responding and reviewing - appraising skills Listening, and applying knowledge and understanding 	<p style="text-align: center;"><u>PE</u></p> <p>Basketball Gymnastics Athletics</p>	<p style="text-align: center;"><u>SCIENCE</u></p> <p><u>Rocks and Soils</u> that rocks are used for a variety of purposes; that rocks can be grouped according to observable characteristics to observe and compare rocks and to know that beneath all surfaces there is rock that rocks are chosen for particular purposes because of their characteristics that there are different kinds of soil depending on the rock from which they come to use simple apparatus to measure volumes of liquids and to measure time to use their results to make comparisons, and draw and explain conclusions to recognise when a test is unfair and to plan a fair test; that particles of different sizes can be separated by sieving</p>
<p style="text-align: center;"><u>COMPUTING</u></p> <p>Programming an animation Exploring computer networks, including the internet</p>	<p style="text-align: center;"><u>PHSE</u></p> <p>Going for Goals Good to be me</p>	
<p style="text-align: center;"><u>ART/DESIGN TECHNOLOGY</u></p> <p>Drawing and Painting Collage Textiles and Printing Sandwich Snacks</p>		<p><u>Light and Shadow</u> recognise that they need light in order to see things and that dark is the absence of light and notice that light is reflected from surfaces recognise that light from the sun can be dangerous - there are ways to protect their eyes recognise that shadows are formed when the light is blocked by an opaque object find patterns in the way that the size of shadows change</p>