**Year Group:** 3 **Term:** Spring 2 **Topic:** From Source to Sea

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| **Weeks** | **Week 1**  **WB 08.03.21** | **Week 2**  **15.03.21** | | **Week 3**  **22.03.21** | **Week 4**  **29.03.21** |  |  |  |
| **Unusual Timetable Events** |  |  | |  | **DT day**  **Computing Day**  **Assessment week**  **Wednesday – Board Game pm** | **I wish my teacher knew…**  **Team building** |  |  |
| **Maths Intent:**  **To use their knowledge of simple times tables to support multiplication and division.**  **To recognise pence and pounds, in coins and notes, and begin to add and subtract in practical contexts.**  **To use tables and charts to answer questions about data.** | | | | | | | | |
| **Maths**  **GH**  **KH**  **MD** | **Number – multiplication and division**  1. Consolidate 2, 4 and 8 times-tables (R)  2. Comparing statements  3. Related calculations  **GH** | **Number – multiplication and division**  4. Multiply 2-digits by 1-digit - no exchange  5. Multiply 2-digits by 1-digit  6. Multiply 2-digits by 1-digit – exchange  **7.** Multiply 2-digits by 1-digit  **KH** | | **Number – multiplication and division**  8. Divide 2-digits by 1-digit (1)  9. Divide 2-digits by 1-digit (2)  10. Divide 100 into 2, 4, 5 and 10 equal parts  11. Divide with remainders  **MD** | **Number – multiplication and division**  12. Divide 2-digits by 1-digit  Consolidation week – anything that needs to be covered again can be taught that week (and lessons shuffled) or taught this week as a revisit lesson.  **MD** |  |  |  |
| **Maths End Points** | * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. * Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. * Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. | | | | | | | |
| **ILP Maths**  **GH** |  | |  |  |  |  |  |  |
| **Maths recovery**  **KH** | 3 x tables | 3 x tables | | 3 x tables | 3 x tables |  |  |  |
| **Maths Fluency**  **MD** | 4 x tables in order | 4 x tables in order | | 4 x tables out of order | 4 x tables out of order |  |  |  |
| **Fluency End Points** | * Know the facts for the 4 times table in order * Know the facts for the 4 times table out of order * Be able to apply their knowledge of the 4 times table to solve problems, including dividing by 4 | | | | | | | |
| **English Intent:**  To write a fictional story with greater description. | | | | | | | | |
| **English**  **VM** | Little Red Riding Hood Imitate  1. Elicitation and introduction to Traditional Tales.  2. Learn a text.  3. Conjunctions. | Little Red Riding Hood SPAG  1. Expanded nouns – setting descriptions.  2. Character descriptions.  3. Punctuation  4. Punctuation. | | Little Red Riding Hood SPAG/innovate  1. Speech.  2. Box up the innovate.  3. Innovate Box1&2  4. Innovate Boxes 3&4. | Little Red Riding Hood Invent.  1. Box up the invent.  2. Invent Box 1 and 2.  3. Invent Box 3 and 4.  4. Editing. |  |  |  |
| **English End Points** | * **Used familiar and new punctuation correctly, including full stops and capital letters.** * **Used expanded noun phrases to describe and specify.** * **Used co-ordination in their writing (using or, and, or but).** * **Began to use paragraphs to organise their writing.** * **Planned what they were going to write, by writing down key ideas and vocabulary.** * **Imitate vocabulary use and a style of writing.** * **Used adverbs to add detail.** * **Used a range of adjectives to describe a setting and a character.** | | | | | | | |
| **Reading Intent:** | | | | | | | | |
| **Reading Skills**  **KH**  **RN** | The adventures of Sinbad the Sailor: Monkeys and Monsters (2 weeks) **KH**  Reading Skills test practice (2 weeks) **RN** | | | | | | | |
| **Reading End Points** | **VIPERS** – this term children focused on:  Vocabulary:   * Give/explain the meaning of words in context * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Identifying how language, structure and presentation contribute to meaning   Inference:   * Make inference from the text/explain and justify using evidence from the text * Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence   Prediction:   * Using evidence, children predict what a text might be about or what might happen next. They are encouraged to use their inference skills to support this.   Explaining   * Using reasoning skills to explain their thinking or explain an answer.   Retrieval:   * Retrieve and record key information / key details from fiction and non-fiction * Retrieve and record information from non-fiction | | | | | | | |
| **Phonics intervention group**  **GH** |  | |  |  |  |  |  |  |
| **Spelling Intent:**  **To recall common spelling rules and apply them when writing.** | | | | | | | | |
| **Spellings**  **RN** |  |  | |  |  |  |  |  |
| **SEND Spellings (handwriting)**  **RN** |  |  | |  |  |  |  |  |
| **SEND Spellings- Phonics Groups** |  |  | |  |  |  |  |  |
| **Spelling End Points** |  | | | | | | | |
| **Computing Intent:**  **To build on basic skills last term and apply learning to support a day of coding.** | | | | | | | | |
| **Computing**  **KH** |  |  | |  | Computing Day  Coding |  |  |  |
| **Computing End Points** | • Know that an ‘algorithm’ is a specific set of instructions used to control a function.  • Can follow a simple algorithm.  • Know that algorithms have to be accurate in order to work properly.  • Can begin to understand how computers process commands.  • Know actions can move an object on screen.  • Can change variables to accomplish specific goals.  • Can use sequence, selection, and repetition in programs. | | | | | | | |
| **Science Intent:**  **To develop an understanding of, and have knowledge about, plants.** | | | | | | | | |
| **Science**  **MD** | 1. Flower power  2. More about flowers | 3. Seeds in the making | | 4. Explore fruits | 5. Seed dispersal |  |  |  |
| **Science End Points** | **Science Objectives:**  **Working Scientifically:**   * Ask relevant questions and using different types of scientific enquiries to answer them. * Set up simple practical enquiries and comparative and fair tests * Make systematic and careful observations and, where appropriate, take accurate measurements using standard units. * Gather, record, classify and present data in a variety of ways to help answer questions. * Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. * Identify differences, similarities or changes related to simple scientific ideas and processes. | | | | | | | |
| **Science Investigation (x1)** |  |  | | **Science:** Time to investigate |  |  |  |  |
| **Science Investigation End Points** | * Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. * Use straightforward scientific evidence to answer questions or to support their findings. | | | | | | | |
| **Topic Intent:**  **To develop their understanding of the different structure-types of bridges and their importance.**  **To develop a design, test it and evaluate it.**  **To be able to talk about the general landscape of the UK, including beginning to develop map skills.** | | | | | | | | |
| **Topic**  **Geography: GH**  **DT: RN** | **Geography:**  1. Fresh water river, salt-water sea.  **DT:**  1. Purpose of a bridge | **Geography:**  2. Our local river (OS map).  **DT:**  2. Design features of a bridge | | **Geography:**  **3.** Our local river (features and uses).  **DT:**  3. Develop design criteria | **Geography:**  4. A comparison study – to another river or region.  **DT (DAY):**  4. Make a model.  5. Make, test and evaluate their design |  |  |  |
| **Topic End Points (KIRFS)** | **Geography:**  **DT:**   * Know the purpose of a bridge. * Know that different bridges are designed to do different things. * Know some design features of a bridge. * Created a design criteria. * Made a model and evaluated it. * Made a final product and then tested it and evaluated the final product. | | | | | | | |
| **PE Intent:**  **To play an invasion game.**  **To create a sequence to music, using a theme.** | | | | | | | | |
| **PE** | Outdoor PE:  Tag rugby  Indoor PE: Dance | Outdoor PE:  Tag rugby  Indoor PE: Dance | | Outdoor PE:  Tag rugby  Indoor PE: Dance | Outdoor PE:  Tag rugby  Indoor PE: Dance |  |  |  |
| **PE End Points** | End points for Tag Rugby:   * To combine basic tag rugby skills such as catching and quickly passing in one movement. * To be able to select and implement appropriate skills in a game situation. * To begin to play effectively when attacking and defending. * To increase the power of passes so the ball can be moved quickly over greater distance.   End points for Dance:   * Talk about stimuli as the starting point for creating dance * Explore ideas, moods and feelings by experimenting with actions, dynamics, * directions, levels and a growing range of movements * Compose and perform short dances that communicate and express moods and feelings. * Describe how their breathing rate, temperature and heart rate change when they are * moving quickly and still. * Show an understanding of mood and describe how a dance makes them feel. | | | | | | | |
| **RSHE Intent:**  **To.** | | | | | | | | |
| **RSHE** | Lesson 1 – | Lesson 2 – | | Lesson 3 – | Lesson 4 – |  |  |  |
| **RSHE End Points** |  | | | | | | | |

**Planning responsibilities:**

Rach – DT, Reading Skills test practice, Spellings.

Georgie – ILP Maths, Phonics, Geography, Week 1 Maths.

Kate – Week 2 Maths, Weeks 1&2 Reading Skills, Maths Recovery.

Matthew – Science, Weeks 3&4 Maths, Maths fluency.

Vicky – Weeks 1-4 English, Weeks 1-4 RSHE.