**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 exchange5. Multiply 2-digits by 1-digit6. 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-digitConsolidation 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.
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| **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
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| **English Intent:**To write a fictional story with greater description. |
| **English****VM** | Little Red Riding Hood Imitate1. Elicitation and introduction to Traditional Tales.2. Learn a text.3. Conjunctions. | Little Red Riding Hood SPAG1. Expanded nouns – setting descriptions.2. Character descriptions.3. Punctuation4. Punctuation. | Little Red Riding Hood SPAG/innovate1. Speech.2. Box up the innovate.3. Innovate Box1&24. 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.**
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| **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
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| **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 DayCoding |  |  |  |
| **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 power2. 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.
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| **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.
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| **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.
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| **PE Intent:****To play an invasion game.****To create a sequence to music, using a theme.**  |
| **PE** | Outdoor PE: Tag rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor 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.
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| **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.