**Year Group:** 3 **Term:** Spring 1 **Topic:** From Source to Sea

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| **Weeks** | **Week 1**  **03/01/22**  **4 Days** | **Week 2**  **10/01/22** | | **Week 3**  **17/01/22** | **Week 4**  **24/01/22** | **Week 5**  **31/01/22** | **Week 6**  **07/02/22** | **Week 7**  **14/02/22** |
| **Unusual Timetable Events** | **03/01 – Bank Holiday**  **SMSC day (from Autumn Term)** |  | |  |  | **Computing Morning**  **DT Morning** |  | **SMSC day**  **Aspirations Day** |
| **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**  **VS**  **MD** | **Number – multiplication and division**  1. Consolidate 2, 4 and 8 times-tables (R)  2. Comparing statements | **Number – multiplication and division**  3. Related calculations  4. Multiply 2-digits by 1-digit - no exchange  5. Multiply 2-digits by 1-digit  6. Multiply 2-digits by 1-digit – exchange | | **Number – multiplication and division**  **7.** Multiply 2-digits by 1-digit 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 | **Number – multiplication and division**  11. Divide with remainders  12. Divide 2-digits by 1-digit 13. Wednesday Scaling  1. Count money (pence) (R) | **Measurement: Money**    2. Count money (pounds) (R)  3. Pounds and pence  4. Convert pounds and pence  5. Add money | **Measurement: Money/ Statistics**  6. Subtract money  7. Give change  1. Make tally charts  2. Draw pictograms | **Money week:**  **Planning and making a market to buy and sell from.**  1. What will we sell? How does a market work?  2.Creating and developing a stall and pricing the items.  3. Market day! |
| **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. * Add and subtract amounts of money to give change, using both £ and p in practical contexts. * Interpret and present data using bar charts, pictograms and tables. | | | | | | | |
| **Maths Fluency** | 4 x tables in order | 4 x tables in order | | 4 x tables out of order | 4 x tables out of order | 4 x tables out of order | 4 times table division facts | Revision of key learning points |
| **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** | Traditional Tales Imitate  1. Elicitation and introduction to Traditional Tales.  2. Learn a text. | Little Red Riding Hood SPAG  1. Conjunctions.  2. Expanded nouns – setting descriptions.  3. Character descriptions.  4. Adverbs. | | Little Red Riding Hood SPAG  1. Apostrophes of contraction.  2. Apostrophes for possession 1/2  3. Apostrophes for possession 2/2  4. | Sentence types.  1. Paragraphs  2. Speech punctuation 1/3  3. Speech punctuation 2/3  4. Speech punctuation 3/3 | Little Red Riding Hood Innovate.  1. Box up the innovate.  2. Innovate Box1.  3. Innovate Boxes 2  4. Innovate Boxes 3 & 4 | Little Red Riding Hood Invent  1. Innovate Box 5  2. Box up the invent.  2. Invent Box 1.  3. Invent Box 2  4. Invent Box 3 and 4 | Little Red Riding Hood Invent/editing  1. Invent Box 5  2. Editing  3. Publishing. |
| **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:**  To gain greater insight to the world of inventors and inventions; consolidating and linking to their knowledge of bridges and how they are designed and constructed. | | | | | | | | |
| **Reading Skills**  **VM**  **VS**  **MD** | Audrey the amazing inventor (1 week) **VS**  How to invent (1 week) **VM**  Mrs Armitage (1 week) **MD**  Mystery Mob (2 weeks) **MD**  Tom’s magnificent machines (1 week) **MD**  **First week – 2 lessons. Listen to readers** | | | | | | | |
| **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** |  | | **Module 2**  **Set 2 sounds** | **Module 3**  **Set 2 sounds** | **Module 4**  **Set 2 sounds** | **Module 5**  **Set 3 sounds** | **Module 6**  **Set 3 sounds** |  |
| **Spelling Intent:**  **To recall common spelling rules and apply them when writing.** | | | | | | | | |
| **Spellings**  **GH** |  | Week 2- ai sound spelt ei/eigh/ie | | Week 3- ough | Week 4- remove y, add i before er,ed and est | Week 5- suffix 'ation' | Week 6 - common homophones | Week 7 - revision of words most misunderstood. Each class to review where speeling gaps are. |
| **SEND Spellings (handwriting)**  **GH** |  | Week 2- even, every, everybody, fast, find | | Week 3- father, floor, half, Mr, Mrs | Week 4- gold, grass, great, hold, hour | Week 5- prove, improve, old, told, only | Week 6- many, mind, money, most, move | Week 7 – review of trickiest words to write – letter joins. |
| **SEND Spellings- Phonics Groups** |  | Week 2- spelling words with the grapheme ‘ay’. | | Week3- spelling words with the grapheme ‘ee’. | Week 4- spelling words with the grapheme ‘igh’. | Week 5- spelling words with the grapheme ‘ow’ as in ‘snow’. | Week 6 - spelling words with the grapheme ‘oo’ as in zoo. Week 2- spelling words with the grapheme ‘ay’. | Week 7 – review of words that are most mis-spelt. |
| **Spelling End Points** | * Spell words using the ai sound spelt ei/eigh/ie * Spell words using the ough sound * Spell words by removing the y and adding I before er, ed and est. * Spell words using the suffix ‘ation’ * Spell common homophones | | | | | | | |
| **Computing Intent:**  **To build on basic skills last term and apply learning to support a day of coding.** | | | | | | | | |
| **Computing**  **MD** |  |  | |  |  | 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. Space to grow  **MD** | 2. Roots, shoots and so much more!  **MD** | | 3. Fruit, shoot, leaf or root?  **MD** | 4. Water for life  **MD** | 5. Data, data, data!  **MD** | 6. Space farm  **MD** | Aspirations Day – Friday 18th – no lesson |
| **Science End Points** | **Science Objectives:**   * Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. * Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. * Investigate the way in which water is transported within plants.   **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: VS/MD**  **DT: VM**  **ART: VS** | **Geography:**  1.Countries of the UK, their capitals – mapping and compass directions. | **Geography:**  2. UK landscapes – human vs physical | | **Geography:**  **3.** Differences between hills and mountains in the UK. | **Geography:**  4. Mapping UK hills and mountains. | **Geography:**  5. Map rivers of the UK. | **Geography:**  6. River lengths and regions – mapping and compass directions | SMSC day. No Geography |
| **DT:**  1. Purpose of a bridge | **DT:**  2. Design features of a bridge | | **DT:**  3. Develop design criteria | **DT:**  4. Make a model | **DT:**  5. Make, test and evaluate their design | **DT:**  6. I.K.Brunel information poster. | Aspirations Day – Friday 18th – no lesson |
| No lesson 3 day week | **ART:**  1. Monet’s river Thames series. | | **ART:**  2. Impressionism. | **ART:**  3. Painting ‘en plein air’. | **ART:**  4. Painting the river Thames Monet style. | **ART:**  5. Painting the river Tamar Monet style. | Assess and review |
| **Topic End Points (KIRFS)** | **Geography:**   * Can name the countries of the UK and their capitals. * Can explain what a ‘human’ feature is in comparison to a ‘physical’ feature. * Can explain the difference between a hill and a mountain. * Can use maps (co-ordinates) to find rivers in the UK. * Can use the four points on a compass.   **Art:**   * Can explain, in child speak, what impressionism is. * Can tell you who Monet is and why he was famous. * Can imitate a particular painting style. * Can use a paint as their medium.   **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. | | | | | | | |
| **Topic Writing** |  |  | | Monet information booklet |  |  |  | I.K.Brunel information poster |
| **Topic Writing End Points** | **Monet booklet:**  **•** Included a heading and subheadings  • Used paragraphs to structure writing  • Included a caption for a picture/photo  • Used co-ordinating conjunctions (and/but/or)  • Used capital letters and punctuation correctly  **Information poster:**  **•** Included a heading  • Included a caption for a picture/photo  • Used co-ordinating conjunctions (and/but/or)  • Used capital letters and punctuation correctly  • Used time adverbials | | | | | | | |
| **PE Intent:**  **To play an invasion game.**  **To create a sequence to music, using a theme.** | | | | | | | | |
| **PE**  **GH** | No lesson – 3 day week | 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 | Outdoor PE:  Tag rugby  Indoor PE:  Dance | Outdoor PE:  Tag rugby Indoor  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. | | | | | | | |
| **Trips/visitors** |  |  | |  |  |  | **Trip down to Tamar River to sketch and paint the view Monet style** |  |
| **RSHE Intent:**  **To.** | | | | | | | | |
| **RSHE**  **MD**  **VM** | Lesson 1 – Dreams and Goals  **MD** | Lesson 2 – My dreams and ambitions  **MD** | | Lesson 3 – A new challenge  **MD** | Lesson 4 – Our new challenge  **VM** | Lesson 5 – Overcoming obstacles  **VM** | Lesson 6 – Celebrating my learning  **VM** | Aspirations Day – no lesson. |
| **RSHE End Points** | * I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) * I can imagine how I will feel when I achieve my dream/ambition * I can break down a goal into several steps and know how others could help me to achieve it * I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge * I can manage the feelings of frustration that may arise when obstacles occur * I am confident in sharing my success with others and can store my feelings in my internal treasure chest | | | | | | | |