**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 exchange5. Multiply 2-digits by 1-digit6. 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 remainders12. Divide 2-digits by 1-digit 13. Wednesday Scaling 1. Count money (pence) (R)  |  **Measurement: Money** 2. Count money (pounds) (R)3. Pounds and pence4. Convert pounds and pence5. 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.
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| **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
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| **English Intent:**To write a fictional story with greater description. |
| **English****VM** | Traditional Tales Imitate1. Elicitation and introduction to Traditional Tales.2. Learn a text. | Little Red Riding Hood SPAG1. Conjunctions.2. Expanded nouns – setting descriptions.3. Character descriptions.4. Adverbs. | Little Red Riding Hood SPAG1. Apostrophes of contraction.2. Apostrophes for possession 1/23. Apostrophes for possession 2/24. | Sentence types.1. Paragraphs2. Speech punctuation 1/33. Speech punctuation 2/34. Speech punctuation 3/3 | Little Red Riding Hood Innovate.1. Box up the innovate.2. Innovate Box1.3. Innovate Boxes 24. Innovate Boxes 3 & 4 | Little Red Riding Hood Invent1. Innovate Box 52. Box up the invent.2. Invent Box 1.3. Invent Box 24. Invent Box 3 and 4 | Little Red Riding Hood Invent/editing1. Invent Box 52. Editing3. 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.**
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| **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
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| **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
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| **Computing Intent:****To build on basic skills last term and apply learning to support a day of coding.** |
| **Computing****MD** |  |  |  |  | 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. 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.
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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: 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.
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| **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 rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor PE: Dance | Outdoor PE: Tag rugbyIndoor 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.
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| **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
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