

Literacy

Apply their growing knowledge of root words, prefixes and suffixes to read and understand new words

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
- Develop spelling and handwriting skills in line with curriculum objectives
- Pupils should be taught to:
- plan their writing
 - draft and write
 - evaluate and edit

Extend the range of sentences with more than one clause by using a wider range of conjunctions

Use the present perfect form of verbs in contrast to the past tense

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use conjunctions, adverbs and prepositions to express time and cause

Use fronted adverbials

Physical Development

Dodgeball:

Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Mathematics

Please see Success and Challenge cards

Personal, Social and Emotional Development

PSCHE: Good to be me

Doing something to be proud of
Responding in an assertive way
Helping someone with a worry
Understand why and how rules and laws are made
Understand different points of view

Being Different and Equal

Can anyone become wealthy?

R.E.: Christianity - What is 'good' about Good Friday?

Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.
Suggest how a person may rescue/help others who are in difficult situations.
Start to explain why Christians believe Jesus' death is important.
Begin to reflect on whether I agree with Christian beliefs about Jesus' death.

SPRING TERM 2 Objectives Stones 'n' Bones Year 3

Knowledge Outcomes

What is the name given to the earliest period in human culture, when stone tools were first used in Britain?

The Stoneage was separated into 3 periods. What were they called?

Can you describe what a Neanderthal is?

What period of time did The Stoneage last for? What period of time came next?

Challenge

How did people live in The Stoneage?

Engage:
Express:

Understanding of the World

HISTORY: Changes in Britain from the Stone Age to the Iron Age

Sequence the early ages of Britain chronologically
Learn about how life was different during each age, and how it progressed through the period

Learn about late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Investigate Bronze Age religion, technology and travel, for example, Stonehenge

Learn about Iron Age hill forts: tribal kingdoms, farming, art and culture

History:

Being Different and Equal

To identify and understand the lives of significant individuals in the past who have contributed to National and International achievements

SCIENCE: Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

COMPUTING: Digital Literacy – iConnect

Use digital content created by others responsibly, adhering to the rules of plagiarism and copyright

Use search technologies effectively

Be discerning in evaluating digital content

Select and use a range of media to create a document

Use digital devices to create, edit and share videos.

Understand and generate QR codes

Languages

Playground games

Remember how to say and write some colours and some days of the week.

Understand and say some numbers between 11 and 20.

Ask someone's age and give my age.

Expressive Art and Design

D&T:

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Apply understanding of how to strengthen, stiffen and reinforce more complex structures

Music:

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music