



Respect	Resilience	Pride	Kind and Caring	Optimism	Independence
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## From Chariots to Chess

Year Group: Year 3                      Teacher: Mrs Mistry                      Spring Term 1

English	Maths
<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> <li>• using commas after fronted adverbials</li> <li>• Indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p>Factor pairs            Multiply and divide by 10 and 100            Multiply 3 numbers            Scaling            Correspondence problems            Multiply up to a 3 digit number with a 1 digit number            Divide up to a 3 digit number by a 1 digit number            Divide with exchange and remainders</p>

Expressive Arts	ICT
<p><b>Craft and Design: Ancient Egyptian Scrolls</b></p> <p>Exploring Ancient Egyptian art</p> <p>Designing scrolls</p> <p>Making paper</p> <p>Scroll making</p> <p>Making zines</p>	<p><b>Programming A - Repetition in shapes</b></p> <p>Programming a screen turtle</p> <p>Programming letters</p> <p>Patterns and repeats</p> <p>Using loops to create shapes</p> <p>Braking things down</p> <p>Creating a program</p>

RE	PSHE
<p><b>2.4 What kind of world did Jesus want?</b></p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> <li>• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>• Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> </ul> <p>Understand the impact:</p> <ul style="list-style-type: none"> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>• Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas</li> </ul>	<p><b>Diversity and Communities</b></p> <p><b>Children will;</b></p> <ul style="list-style-type: none"> <li>• be able to share some aspects of their identity and, with support, to recognise simple similarities and differences between themselves and others.</li> <li>• recognise and respect difference, and have a basic understanding of stereotyping behaviour and why it should be challenged.</li> <li>• know about some groups in the community, and know who are some of the key people in those groups.</li> <li>• know some examples of the media with which they come into contact.</li> <li>• understand some of the needs of the local environment and, with support, how they can help care for it.</li> <li>• know about the needs of some animals, including how to care for pets.</li> </ul>

Topic: History and Geography	Science
<p><b>Why did the Romans invade and settle in Britain?</b></p> <p>What was it like to live in Ancient Rome?</p> <p>Why did the Romans invade and settle in Britain?</p> <p>How did Britons respond to the Roman invasion?</p> <p>Why was the Roman army so successful?</p> <p>What do artefacts suggest about the lives of Roman soldiers in Britain?</p> <p>What was the legacy of the Roman Empire in Britain?</p>	<p><b>Animals including humans</b></p> <p>Explore the 5 key food groups</p> <p>Learn about the nutrition in the food we eat</p> <p>Learn about the different types of skeletons</p> <p>Learn about the human skeleton</p> <p>Learn about animals and their skeletons</p> <p>Explore the role of muscles</p>

<b>MFL French</b>	<b>Music</b>
<p>The phonemes "ch" and "eau" in French words Colours and introducing the fact that the adjective usually comes after the noun, in French.</p> <p>Descriptions - hair and eye colour The personal pronouns he and she Introducing the idea that adjectives change their spellings according to whether the noun is masculine, feminine, singular or plural.</p>	<p><b>Rhythm</b></p> <p>The children will listen and copy rhythmic patterns. Play rhythms confidently while maintaining an appropriate pulse.</p> <p>Demonstrate the difference between pulse and rhythm, through playing an instrument. Create graphic notation to represent rhythm.</p>
<b>PE</b>	<b>Enrichment Activities</b>
<p><b>Gymnastics</b></p> <p>To combine travelling. To spin on point. To collaborate with a partner. To create longer sequences of movements, shapes, balances, and rolls. To use different pieces of apparatus and equipment with control and purpose. To perform in front of others</p> <p><b>Tennis</b></p> <p>Can watch, track, and catch a tennis ball successfully. To perform a basic forehand action with increasing accuracy. To perform a basic backhand shot with increasing control. To keep a rally going using a range of shots. To hit a ball into space (at different speeds and heights) to try beat an opponent. To compete with others.</p>	