

## English

Study The Vanishing Rainforest and The Great Kapok Tree.

### Discussion Text

To explore how different views might be expressed/explained/justified through reading.  
To explore how different views might be expressed/explained/justified through role play and drama.

### Explanation Text

To further analyse explanatory texts to identify key features.

To create diagrams such as flow charts to summarise or make notes of stages in a process, ensuring items are clearly sequenced.

To explain processes orally, ensuring relevant details are included and accounts ended effectively.

### Instructional Text

To analyse more complicated instructions and identify organisational devices which make them easier to follow.

To research an area and work in small groups to prepare a set of oral instructions.

To evaluate effectiveness of instructions.

To write clear written instructions using the correct register and devices to aid the reader.

### Narrative

To identify examples of a character telling the story in the 1st person.

To look at examples of scene changes that move the plot on, relieve or build up the tension.

To write complete stories with a full sequence of events in narrative order.

### Non-Chronological Report

To further read and analyse report texts and note their function, form and typical language features.

To recap research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.

To analyse broadcast information to identify presentation techniques and notice how the language used signals change.

To write own report based on notes from one source.

### Persuasion

To read and evaluate a range of simple persuasive texts, explaining and evaluating responses orally.

To further develop the use of words, pictures and other communication modes to persuade others when appropriate to a particular writing purpose.

To explore particular persuasive scenarios and discuss the effectiveness of different strategies used.

### Poetry

To discuss the choice of words and their impact, noticing how the poet creates sound effects by using alliteration, rhythm or rhyme and creates pictures using similes.

To perform individually or chorally

To use actions, voices, sound effects and musical patterns to add to a performance.

To use powerful nouns, adjectives and verbs; experiment with alliteration.

### Recount

To read examples of newspaper reports and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.

To write newspaper style reports.

## Mathematics

### Multiplication and Division

To write and calculate mathematical statements for multiplication and division using the multiplication tables, including for two-digit numbers times one-digit numbers, using a formal written method.

To solve problems including missing number problems involving multiplication and division.

### Money

To add and subtract amounts of money to give change, using £ and p in practical contexts.

### Statistics

To interpret and present data using bar charts, pictograms, and tables.

To solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.

### Length and Perimeter

To measure, compare, add and subtract lengths.

To measure the perimeter of simple 2-D shapes.

### Fractions

To count up and down in tenths, recognising that tenths arise from dividing an object into 10 equal parts.

To recognise, find and write fractions of a discrete set of objects.

To recognise and use fractions as numbers.

To solve problems that involve fractions.

## Geography

### Rainforests

To use an atlas by using the index to find places.

To locate the continents and countries that have rainforests.

To identify areas of the world that contain rainforests.

To research the climate of areas with rainforests and identifying climatic zones.

To identify the different layers of a rainforest.

To compare a forest in the UK to a rainforest.

To understand the impact that humans have on the rainforest and why it is important that we protect it.

## Music

### Garage Band

To compose and perform melodic songs.

To use sound to create abstract effects.

To create simple rhythmical patterns that use a small range of notes.

To create repeated patterns with different instruments.

To create accompaniments for tunes.

To use drones as accompaniments.

To begin to join simple layers of sound.

To use digital technologies to compose pieces of music.

### The Dragon Song

To sing a tune with expression.

To play clear notes on instruments.

To compose melodies and songs.

To create accompaniments for tunes.

To use musical words to describe what I like and do not like about a piece of music.

# Spring Term Year 3 Rainforests!



## PE

### Swimming

To know how to enter and exit the water safely.

To float on front and back.

To submerge under the water.

To rotate from back to front and front to back and regaining an upright position.

To push and glide and have a basic understanding of streamlining.

To attempt aquatic breathing.

To move effectively and efficiently through the water using alternating and simultaneous strokes on front and back.

### Fundamentals through multi-skills

To travel in different ways changing direction and speed.

To show an awareness of space in games.

To describe what happens to their breathing and heart when they play games.

To show control when travelling with a ball.

To develop accuracy and control when aiming - estimating distance and power.

To know how to position bodies, hands and feet to receive a ball.

To improve ability to choose and use simple tactics and strategies.

To recognise activities that help improve speed, strength and stamina.

### Athletics

To run at fast, medium and slow speeds.

To use different take off and landings when jumping.

To develop jumping for distance and height.

To take part in a relay activity, remembering when to run and what to do.

To throw a variety of objects, changing the action for accuracy and distance.

To record distances, numbers and times.

## History

### Rainforests

To order on a timeline the changes to the world's rainforests.

To identify and compare different rainforests across the world.

To understand how and why these changes have occurred.

## Science

### Forces and magnets

To compare how things move on different surfaces.

To notice that some forces need contact between two objects, but magnetic forces can act at a distance.

To observe how magnets attract or repel each other and attract some materials and not others.

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

To describe magnets as having two poles.

To predict whether two magnets will attract or repel each other, depending on which poles are facing.

### The nappy challenge

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.

To ask relevant questions and use different types of scientific enquiries to answer them.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

To set up simple practical enquiries, comparative and fair tests.

To use straightforward scientific evidence to answer questions or to support their findings.

## RE

### Christian Symbols

To understand what a church is and what it is used for

To understand that there are many different types of church and to identify the churches in the community

To find Christian symbols in a local church by visiting one

To identify the Christian symbols found in the church and suggest what these might mean for Christian beliefs.

### Palm Sunday

To know the story of Jesus' entry into Jerusalem (Palm Sunday)

To understand the Christian belief in Jesus as King/Messiah

To recognise objects and practices used to celebrate Palm Sunday in churches

## PSHE

### Identity, society, and equality

To value the similarities and differences between ourselves and others.

To learn about what is meant by community.

To learn about belonging to groups.

### Drugs, alcohol and tobacco education

To identify the definition of a drug and that drugs (including medicines) can be harmful to people.

To understand the effects and risks of smoking tobacco and second-hand smoke.

To learn about the help available to remain smoke free or to stop smoking.

## Art

### Art and Design Skills

To draw cartoon characters, inspired by other artists.

To alter the tint and shade of a colour.

To draw from observation.

To use different materials to make three-dimensional artwork.

## DT

### Textiles – Cushions

To design and make a template from an existing cushion and apply individual design criteria.

To follow design criteria to create a cushion.

To select and cut fabrics with ease using fabric scissors.

To sew cross stitch to join fabric.

To decorate fabric using appliqué.

To complete design ideas with stuffing and sewing the edges.

To evaluate an end product and think of other ways in which to create similar items.

## Computing

### Journey inside a computer

To recognise basic inputs and outputs.

To decompose a laptop.

To understand the purpose of computer parts.

To decompose a tablet computer.

### Networks

To understand what a network is and create an informative poster.

To recognise the key components of a network.

To understand how information moves around a computer network.

To recognise networks in the real world.

To recognise the link between networks and the internet.

## French

As-tu des frères et des soeurs? Do you have any brothers and sisters?

To say how many people there are in my family.

To introduce my family members.

To say how many siblings I have.

To ask someone if they have any siblings.

To name extended family members.

To use mon, ma and mes correctly.

To understand and use the numbers 13 to 20.

To pronounce the letters of the French alphabet correctly.

To understand and use French colours.

To use colours to describe classroom objects. use classroom object vocabulary.