

## Art/DT

Topic: **Viewpoints/ surrealism**

### **NC Skills:**

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

## Computing

Topic: **Online Safety**

### **National Curriculum:**

Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

### **Skills:**

Children understand what makes a good password for use on the Internet and know how to keep it safe.

Children can contribute to a concept map of all the different ways they know that the Internet can help us to communicate.

Children have contributed to a class blog with clear and appropriate messages.

Children understand that some information held on websites may not be accurate or true.

Children are beginning to understand how to search the Internet and how to think critically about the results that are returned.

## Humanities (Geography)

Topic: **United Kingdom**

### **Skills:**

Name and locate countries and cities of UK, geographical regions and human and physical features.

key topographical features including hills mountains coasts and rivers and land use patterns.

Understand how some of these aspects have changed over time.

## Science

Topic: **Animals including humans**

### **National Curriculum:**

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### **Skills:**

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Asking relevant questions and using different types of scientific enquiries to answer them.

## **Spring 1 Medium Term Plan**

**Year 3**

**2020**

## PSHE and FBV

Topic: **Money and financial understanding/ healthy lifestyles**

### **Skills:**

Know how to keep safe and how and where to get

Learn about and react on their own spending habits / choices

Understand why financial management and planning is important from a young age.

Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle

Know about and understand the function of different food groups for a balanced diet

Work collaboratively towards common goals

Learn to prepare and cook a variety of dishes

## PE

Topic: **Gymnastics and Dance**

### **National Curriculum:**

Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### **Skills:**

Net, Court, Wall Games

## Maths

Topics: **Multiplication and Division/ Money/ Stats**

### **Skills:**

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 that he/she knows, 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

## Literacy

Book: **Frog Prince Continued.**

### **Skills:**

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction

Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what he/she reads independently by predicting what might happen from details stated

Plan his/her writing by discussing and recording ideas within a given structure

Draft and write in narratives, creating settings, characters and plot

Evaluate and edit by assessing the effectiveness of his/her own writing

Ivrit

**Topic:** In the Classroom.

**National Curriculum:**

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

Read carefully and show understanding of words, phrases and simple writing.

**Key Skills:**

- Repeat sentences heard and make simple adaptations to them.
- Follow simple instructions and link pictures to language.
- Write some simple words from memory.
- Recognise some familiar words and phrases in written form.

Write a few phrases and short sentences with support or to a model, using familiar language and expression.

Ask and answer simple questions and give basic information including simple descriptions and likes and dislikes.

**Music**

**NC objective:** provide an opportunity to learn to play a musical instrument – Recorder Program

**Key skills:** play and perform in solo and ensemble contexts; play musical instruments with increasing accuracy and fluency; use and understand staff and other musical notations.