

## Art/DT

**Topic:** **Sonia Delaunay**

**National Curriculum:** To create sketch books to record their observations. To improve their mastery of art and design techniques, including drawing with a range of materials. To learn about great artists in history.

**Key Skills:** Children to learn about the artist Delaunay and to develop their painting, drawing and design skills.

## Humanities (Geography)

**Topic:** **United Kingdom**

**National Curriculum:** Locate the world's countries, using maps to focus on environmental regions and key physical and human characteristics; explore similarities and differences, comparing the human geography of a region of the UK to another region.

Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;

Describe and understand key aspects of: human geography, including: types of settlement and land use.

**Skills:** Locate and name the continents on a World Map.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of: Physical and human geography.

## PE

**Topic:** **Net and Racket Games**

**National Curriculum:**

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.

**Skills:**

Tennis/Badminton/Volleyball/Lacrosse

## 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 2 Medium Term Plan

Year 3  
2021

## PSHE and FBV

**Topic:** **Heads Up**

**Skills:** Build a secure and supportive environment as well as a sense of connectedness for the school as a whole during a time of change and uncertainty.

The programme is a group experience where children learn through games, drama, art and discussion.

Children will be given the opportunity to share feelings whilst also noting their strengths and building their resilience.

## Ivrit

**Topic:** **My School**

**National Curriculum:**

Listen attentively to spoken language and show understanding by joining in and responding.

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

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

Ask and answer questions. Describe things orally and in writing

**Key Skills:**

Repeat sentences heard and make simple adaptations to them.

Recognise some familiar words and phrases in written form. Write some single words from memory.

Show that he / she recognises words and phrases heard by responding appropriately. Follow simple instructions and link pictures or actions to language.

## Maths

**Topics:** **Statistics, length and perimeter and fractions**

**Skills:**

Interpret and present data using bar charts, pictograms and tables. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Measure the perimeter of simple 2D shapes. Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Children to use bar graphs, pictograms and tables to display information.

Children to be able to measure and compare lengths.

Children to add and subtract lengths

## Literacy

**Book:** **Firebird**

**National Curriculum:** 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 increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally

**Key Skills:** 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 /write in narratives, creating settings, characters and plot

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