

Year group: Year 3		Term: Spring 2
Subject	Strand	Unit of work title / Overview
English	Reading	Continue to develop fluency including accuracy, automaticity and prosody. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction.
	Writing	Writing to persuade. Key Text: The Wonder by Tom Percival Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Group related material into paragraphs. Use organisation devices such as headings, sub-headings and bullet points to organise information. Form and use the four basic handwriting joins.
	Spelling	Prefixes super/auto. Homophones (meet, meat, hear, here, knot, not). Spring 2 CEW. Words with the /k/ sound spelt ch (ache, anchor, Christmas, choir, echo, school). The /d ₃ / sound spelt g elsewhere in words before e, i and y. The /d ₃ / sound spelt as ge and dge at the end of words.
	Grammar	Select generate and effectively use imperative verbs and adverbs to add detail. Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Use conjunctions, adverbs and prepositions to express time, place and cause (when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in). Accurately use commas in a list. Exploring the use of first, second and third person. Using imperative verbs, fronted adverbials and noun phrases to describe and specify.
	Punctuation	Correctly demarcate sentences (statement, command, exclamation and questions). Capital letters, full stops, question marks, exclamation marks, apostrophe for possession and contractions, commas in a list. Beginning to use inverted commas to punctuate direct speech. Accurately punctuate commands, statements, exclamations and questions.
Maths	Units of work Multiplication and division B: Multiples of 10, related calculations, reasoning with multiplication, multiply a 2-digit number by 1-digit number (no exchange and then with exchange), divide a 2-digit number by a 1-digit number (no exchange, flexible partitioning and then with remainders). Length and perimeter: Measure in metres, centimetres and millimetres. Equivalent lengths. Comparing lengths. Adding and subtracting lengths. What is perimeter? Measure and calculate perimeter.	
Science	Working scientifically	Ask relevant questions and use different types of scientific enquiries to answer them. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
	Units of work	Pupils will identify, sort and measure light sources. Pupils will demonstrate that dark is the absence of light. Investigate what materials are most and least reflective. Recognise that the sun can be dangerous and investigate materials that can help to protect our eyes. Recognise how shadows are formed and find patterns in the way that the size of shadows change.
Spanish	Units of work	Las frutas. Learning the vocabulary for different fruits and learning to say which fruits we do and don't like.
Geography	Units of work	Rivers and the Water Cycle. Know that the water cycle is the path that all water follows as it moves around Earth in different states. Explore the key features of a river including upper course, middle course and lower course. Understand the importance and uses of a river. Focus on River Wharfe including how it has changed over time. Explore how human activity can affect rivers.
Art/D.T.	Artist	Barbara Hepworth
	Units of work	Sculpture – Join two pieces of clay by roughing both surfaces, make an object out of a malleable material or a purpose e.g. pot or tile. Use a coiled method to create a clay sculpture.
Music	Musician Units of work	Ukulele lessons with Mr Row (ArtForms)
RE	Units of work	What do Christians learn from the creation story?
Computing	Units of work	E-safety; I can explain what is meant by identity. I can explain why people represent themselves in different ways online. Hour of code Course C Part 2 Know that the features of good programming include thinking about the most efficient way to achieve an outcome and be able to test that your code works effectively. I know that binary is composed of two things. In computing it is composed of two digits: 1 and 0. To make my programme work I must: Apply loops, place and move stickers in my code, apply loops to create my own game
PE	Units of work	OAA: Take part in outdoor and adventurous activity challenges both individually and within a team.
PSHE	Units of work	Living in the Wider World – What makes a community? To respect the differences and similarities between people and recognise what we have in common with others. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Know about the different groups that make up my community and what living in a community means. Know that the benefits of living in a diverse community is that it promotes tolerance and understanding between different cultures and it enriches our community through shared experiences with different people.

