

# Year 3 – Spring

## English – George’s Marvellous Medicine by Roald Dahl

### Guided Reading – The Twits by Roald Dahl

#### Class text -

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age This could include:</li> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<ul style="list-style-type: none"> <li>I can place the Stone Age on a timeline</li> <li>I understand that the Stone Age people evolved from being Nomads to settlers</li> <li>I understand that the Stone Age people evolved from being hunter/gathers to farmers</li> <li>I can describe some of the tools and weapons that the Stone Age people made and used</li> <li>I am able to describe some of the changes from Stone Age through to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Create a timeline to show significant historical periods</li> <li>Archaeological dig - create a dig site, children to become archaeologists and gather evidence linked to the Stone Age.</li> <li>Create Top Trump cards for homes - safety, warmth, build quality etc</li> <li>Create a Stone Age menu</li> <li>Stone Age Day - Stone Age cave art, tool building, fire lighting, hunting and gathering game, den building</li> <li>Create an set of instructions to show the process of smithing metal</li> <li>Educational visit - Beeston Castle/Creswell Craggs</li> </ul>	Timeline Archaeological/archaeologist Evidence Settlers/settlement Hunter Gatherer Spears Bronze/iron	Prehistoric Prehistoric animals - mammoth, sabre toothed cat, mastodon Stone Age tools/weapons - flint, ivory, barbs, harpoon, sickles, quern Nomad Wattle and duab hillfort smithing Celts	
Geography	<ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how land can be used for settlements</li> <li>I can compare the use of the local land and farming</li> </ul>	<ul style="list-style-type: none"> <li>Use maps to find local hillforts</li> <li>Compare Stone Age settlements, Iron Age hillforts and the use of the land in Weston Coyney today</li> <li>Draw an ariel view of the local area (school, Princess Drive, Kingsway shops)</li> </ul>	Settlers/settlement	Hillforts ariel	
Art and Design	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>I can improve my drawing techniques using a pencil</li> <li>I can use a range of line making techniques to add texture to a drawing</li> </ul>	<ul style="list-style-type: none"> <li>Experiment the use of different line marking techniques</li> <li>Draw sketches of different types of Stone Age homes</li> <li>Create detailed drawings of different Stone Age homes using the line making techniques</li> </ul>	Sketch Hatching/cross hatching Shading Texture Line		

<p style="text-align: center;"><b>Design and Technology</b></p>	<ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain a range of ways of joining materials</li> <li>• I can choose appropriate materials and joining techniques to design a Stone Age tool</li> <li>• I can use a range of joining techniques to create Stone Age tools</li> </ul>	<ul style="list-style-type: none"> <li>• Design a Stone Age tool</li> <li>• Stone Age Day - den building, tools - focusing on joining the materials</li> </ul>	<p>Techniques Construction Stiffen Reinforce Strengthen Tools</p>		
<p style="text-align: center;"><b>R.E.</b></p>	<p>Locally agreed syllabus What do different people believe about God?</p> <p>Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> <li>• I can describe some of the ways in which Christians, Hindus and Muslims describe God</li> <li>• I can ask questions and give my own thoughts and ideas about God</li> <li>• To understand that faith or belief in something can be hard</li> <li>• I can identify how and say why it makes a difference in people's lives to believe in God</li> </ul> <ul style="list-style-type: none"> <li>• I can make connections between stories, symbols and beliefs with what happens in at least two festivals</li> <li>• I can ask questions and give ideas about what matters most to believers in festivals</li> <li>• I can identify similarities and differences in the way festivals are celebrated within and between religions</li> <li>• I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in our own lives</li> </ul>	<ul style="list-style-type: none"> <li>• Explore our ideas about God. If God was a flower, he would be...create a class poem with pupils responses</li> <li>• Create a Trinity showing meaning</li> <li>• Look at different prayer artefacts from different religions</li> <li>• Compare the stories Moses and the burning and Saint Paul is knocked from his horse. What is God's message in these stories? How does it change the person?</li> <li>• Listen to a Muslims perspective about what they believe about Allah and the important role he plays in their lives.</li> <li>• Create a symbol or picture showing Durga (Hindu goddess)</li> </ul> <ul style="list-style-type: none"> <li>• Sort celebrations into religious and non-religious</li> <li>• Compare artists' interpretations of the Last Supper. Why are these pieces of artwork important to Christians?</li> <li>• Use drama to look at the points of views of the Romans in the crucifixion of Jesus</li> <li>• Compare and contrast how Easter is celebrated within Christianity</li> <li>• Use drama to retell the story of Rama and Sita. Design Diwali cards exploring symbols that are most significant to Hindus during this festival</li> </ul>	<p>God Pray/prayer Muslims Christians Hindus</p> <p>Festival/celebration Beliefs</p>	<p>Durga Allah Trinity</p> <p>Crucifixion Diwali Hindu/Hinduism Christians/Christianity</p>	

P.S.H.E/R.S.E	<ul style="list-style-type: none"> <li>Britain</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what it is like to live in Britain</li> <li>I can talk about what democracy is, and why it is important</li> <li>I can talk about what rules and laws are</li> <li>I can talk about what liberty means</li> <li>I can identify the rights of a British person</li> <li>I can describe a diverse society</li> <li>I can explain what being British means to me and to others</li> </ul>	<ul style="list-style-type: none"> <li>Writing a letter to a pen pal describing Britain: weather, food, culture</li> <li>Hold a mock election</li> <li>Matching the laws to the image</li> <li>Role play Human Rights drama cards</li> <li>Create a PicCollage to show diversity in our school</li> <li>Create a class collage of what 'Being British' means to us</li> </ul>	Diversity/diverse Society Democracy Liberty Citizen Cultural/ multicultural Community Identity Value Respect Belief	Ethnicity/ethnic	
	<ul style="list-style-type: none"> <li>Be Yourself</li> </ul>	<ul style="list-style-type: none"> <li>I can say why I am proud of myself</li> <li>I can identify the feelings I have and how different emotions feel</li> <li>I can describe different ways to cope with any uncomfortable feelings</li> <li>I know what assertive means and how to be it</li> <li>I can say whether messages from the media are helpful or harmful</li> <li>I can describe different strategies to use if I make a mistake</li> </ul>	<ul style="list-style-type: none"> <li>Add moments of feeling proud and achievement to a person template (written or drawn)</li> <li>Emotion emoji. Draw a facial expression to show the feelings from the different scenarios</li> <li>Role play - which coping strategy will you use?</li> <li>Predict the ending - read the first part of the story and predict the outcome based on the chosen behaviour</li> <li>Design a poster to encourage others to stay media-wise</li> <li>Making it right - create a class book of strategies/suggestions that the children could use to make things right when a mistake has been made</li> </ul>	Pride Achievement Gloating Talents Range of emotions Emotional wellbeing Resolve/resolution Assertive Influence Manipulated Consequence		

<b>Computing</b>	<p>Magpie Scheme – Touch-Typing/Email</p> <ul style="list-style-type: none"> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> <li>• Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Touch-Typing</p> <ul style="list-style-type: none"> <li>• I can understand what is meant by - home, bottom and top rows</li> <li>• I can use two hands to type the letters on the keyboard</li> <li>• I can touch type using the left and right hands.</li> </ul> <p>Email</p> <ul style="list-style-type: none"> <li>• I know the strengths and weaknesses of different ways to communicate.</li> <li>• I can open an email and respond to it.</li> <li>• I know how to use email safely.</li> <li>• I can attach work and files to an email.</li> </ul>	<ul style="list-style-type: none"> <li>• Use videos to correct posture and finger position.</li> <li>• Learn the names of the fingers i.e. middle finger, index finger</li> <li>• Learn which finger to use for each key.</li> <li>• Play the Purple Mash typing games to increase speed and accuracy.</li> </ul> <ul style="list-style-type: none"> <li>• Use 2Connect to show strengths and weaknesses of different communication.</li> <li>• Open an email and respond to it.</li> <li>• Play e safety class quiz.</li> <li>• Send an email with a cc, attachment and file.</li> <li>• Participate in an email scenario using 2Respond Creator.</li> <li>•</li> </ul>	<p>Posture Accuracy Index finger</p>	<p>Touch type</p>	<p>N -</p>
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<b>Science</b>	<p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the layers of Earth</li> <li>I can describe how different types of rock are formed</li> <li>I compare and group together different kinds of rocks</li> <li>I can describe in simple terms how fossils are formed</li> <li>I can say that soils are made from rocks and organic matter.</li> </ul> <ul style="list-style-type: none"> <li>I can name the main organs of the body.</li> <li>I know why each food type is important to our bodies.</li> <li>I know why we have skeletons and muscles.</li> <li>I can give examples of animals that are vertebrates and invertebrates</li> <li>I can give examples of animals that are carnivore, herbivore and omnivore</li> </ul>	<ul style="list-style-type: none"> <li>Use Playdoh to create a model of the cross section of Earth with labelled layers</li> <li>Draw diagrams to show how the three different forms of rock are made</li> <li>Make careful observations to group rocks into sedimentary, igneous and metamorphic</li> <li>Carry out investigation to find out the different properties of a range of rocks</li> <li>Research Mary Annings</li> <li>Create a flow diagram to show the process of fossilisation</li> </ul> <ul style="list-style-type: none"> <li>Label the main organs in the outline of a human.</li> <li>Design and create a poster to teach children about one food group and how to stay healthy.</li> <li>Investigate which foods are most popular.</li> <li>Sort animals into a Venn diagram according to carnivore, omnivore or herbivore.</li> <li>Explore animal skeletons and group animals according to vertebrate/invertebrates</li> <li>Label a diagram of a skeleton.</li> <li>Investigate which muscles are used during exercise.</li> </ul>	<p>fossil</p> <p>Carnivore Herbivore Omnivore Skeleton Muscles Dairy, Protein, Carbohydrates Nutrients/nutrition Diet organs</p>	<p>Geologist Igneous Sedimentary Metamorphic Crust, mantle, core</p> <p>Endoskeleton (internal skeleton) Exoskeleton (external skeleton) Hydro skeleton</p>	
<b>Music</b>	<ul style="list-style-type: none"> <li><b>See Charanga scheme</b></li> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>I can appraise a genre of songs</li> <li>I can sing as a group.</li> <li>I can perform and appraise how performances could be improved.</li> <li>I can play selected notes on an instrument along to the chosen song.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the rhythm/beat of a song</li> <li>"Clap" the beat back</li> <li>Learn the lyrics and tune to a song</li> <li>Rehearse and perform the songs as a group</li> <li>Learn A and G on a glockenspiel and play in time with the song the class have learned.</li> </ul>	<p>Pitch Tempo Volume Rhythm Beat</p>	<p>Crotchets Paired quavers Minims Allegro Adagio Forte Piano (quiet) notation</p>	

<p style="text-align: center;"><b>Languages</b></p>	<p>The focus of study in modern languages will be on practical communication</p>	<ul style="list-style-type: none"> <li>To say their age and to ask others their age.</li> <li>To recognise the Spanish flag.</li> <li>Classroom instructions: Stand, sit, silence repeat</li> <li>Please and thank you. You are welcome.</li> <li>To understand and say the days of the week.</li> <li>To know the multiples of 10 up to 100</li> <li>To ask what day is it and to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Role play conversation</li> <li>Play 'Simon Says' for classroom instructions</li> <li>Match the English to the Spanish days of the week</li> <li>Count in multiples of 10 to 100</li> </ul>	<p>See Spanish Scheme for translations of:  I am...years old  How old are you?  Stand, sit, silence  Please, thank you, you are welcome  Days of the week  10, 20, 30...</p>		
<p style="text-align: center;"><b>P.E.</b></p>	<p><b>Health Related Fitness</b></p> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>I can develop balance (walking along a bench), agility (change direction quickly) and coordination (catch a ball in different ways)</li> <li>I can say why stamina is important</li> <li>I understand what flexibility is</li> <li>I can demonstrate good muscular control when performing a range of skills. (press up, sit ups, balances)</li> <li>I can hold the bat correctly and with the correct stance to receive a ball bowled.</li> <li>I can throw accurately to a partner 2 metres away</li> <li>I can attempt an overarm bowl to a partner</li> <li>I will be able to show good concentration and correct fielding techniques within a mini game</li> </ul>	<ul style="list-style-type: none"> <li>Take part in a series of circuit training exercises.</li> <li>Gather data week by week to compare performances</li> <li>Practise throwing and catching with a partner</li> <li>Practise using an overarm bowl to a partner</li> <li>'Bat up, bat down' game</li> <li>Take part in small team games of cricket</li> </ul>	<p>Stamina  Agility  Flexibility  Balance  Muscles/muscular</p>	<p>Wicket  Overarm bowl  Fielding</p>	