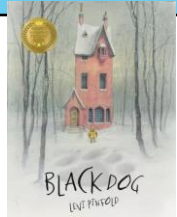
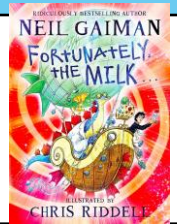




Year 3 Term 2

Whole School	Whole Child	Whole Hearted
Identity & Diversity	Curiosity	Life Skills
		Environment

Our school value this term is: Courage

English		Maths								
	<p>Writing</p> 	<p>Reading</p> 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers mentally, including: a three-digit number and 1s, a three-digit number and 10s, a three-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, Using number facts, place value, and more complex addition and subtraction 							
Key Texts										
Curriculum Objectives	<ul style="list-style-type: none"> Use conjunctions, prepositions and adverbs for time e.g. <i>when, while, before, as, since, until (conjunctions) then, later next (adverbs)</i> Use conjunctions, prepositions and adverbs for place e.g. <i>where, in, above, under, next to (prepositions)</i> Use simple organisational devices e.g. poster /leaflet layout 	<ul style="list-style-type: none"> Predict based on an unknown book and new chapters Use techniques to unpick new vocabulary Infer characters through using an extract of the text Use key information and main events to summarise chapters 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> 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 they know, 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 							
Writing Outcomes	<p>Narrative: Alternative beginning with a change of character, fear and setting</p> <p>Non-Fiction: Writing to argue: persuasive poster/flier persuading people of the town not to harm Black Dog</p>	<p>Spelling</p> <table border="1"> <tr><td>Review common exception words from KS1</td></tr> <tr><td>Review plurals ending vowel suffix -es, changing y o i and adding es and words ending ey</td></tr> <tr><td>Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to is or chopping the final e</td></tr> <tr><td>Review adding vowel suffixes -ed, -ing, when doubling the final consonant</td></tr> <tr><td>Review vowel suffixes -er and -est</td></tr> <tr><td>Review -le at the end of words</td></tr> <tr><td>Review -el or -il at the end of words</td></tr> </table>	Review common exception words from KS1	Review plurals ending vowel suffix -es, changing y o i and adding es and words ending ey	Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to is or chopping the final e	Review adding vowel suffixes -ed, -ing, when doubling the final consonant	Review vowel suffixes -er and -est	Review -le at the end of words	Review -el or -il at the end of words	
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Year 3 Term 2

Whole School

Whole Child

Whole Hearted

Identity & Diversity

Curiosity

Life Skills

Environment

Our school value this term is: **Courage**

Topic	Big Question	Learning
Science	Are all rocks different?	<ul style="list-style-type: none"> - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter
RE	What does it mean to be a Christian in Britain today?	<ul style="list-style-type: none"> - What do some Christians believe about God? - How do some Christians show their faith at home or in the community? - How do some Christians show their faith worldwide?
History	Would you prefer to live in the Stone Age, the Bronze Age or the Iron Age?	<ul style="list-style-type: none"> - To recognise that prehistory was a long time ago and was the beginning of the history of mankind. - To use archaeological evidence to learn about prehistoric houses. - To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence. - To explain how bronze transformed prehistoric life. - To understand the importance of trade during the Iron Age - To compare settlements in the Neolithic and Iron Age
Art	Gestural drawing	<ul style="list-style-type: none"> - To identify the properties of charcoal and artists who use it in their work. - To discover the different things that I can do with charcoal through gestural mark making. - To remind myself of the beginnings of drawing and use charcoal and my hands to make marks on a page. - To create dynamic, atmospheric gestural drawings with charcoal. - To display the work made through the half term and reflect on the outcomes.
DT	Aprons	<ul style="list-style-type: none"> - Explore types of aprons - Sewing together 2 bits of fabric - Design an apron - Make an apron - Evaluate their design and creation
Computing	Connecting computers	<ul style="list-style-type: none"> - Describe what an input is and give an example - Describe what output is produced by a process and how it can change - Explain how a computer system changes the way we work - Explain how devices are connected with examples
PSHE	Celebrating differences	<ul style="list-style-type: none"> - Valuing the similarities and differences between themselves and others - What is meant by community - Pupils learn about belonging to groups
PE	Problem Solving	<ul style="list-style-type: none"> - Work within a team to complete different problem solving challenges successfully - Understand what makes an effective team - Develop communication and collaboration