

Year 3 Term 1
Ride a Cock Horse

Key Skills
Communication

Takes part in a group discussion, sustaining argument and justifying opinion.

Enquiry

Can identify different kinds of information they can collect from primary and secondary resources and a range of methods for collecting this.

Literacy

Performance poetry— Reading and performing a range of poetry and writing own based on models read.

Instructions— Reading and analysing key features of instructions, Create own instructions verbally at first then written.

Stories with familiar settings—Read a range of stories, Look at descriptions of settings and compare and contrast different settings and how it makes a reader feel,. Write a short paragraph describing a setting,

Geography—skills

Begin to initiate/ ask geographical questions.
Use atlases
Begin to collect and record evidence.
Analyse evidence and draw conclusions.
To draw a sketch map of a short route.
To make comparisons
Explore geographical issues through drama.

Art—skills

Select and record from first hand observation.

Question and make thoughtful observations about starting points and select ideas to use in their work.

Plan , design and make a 3D model and a textile piece.

Join clay adequately.

Develop skills in cutting, stitching and joining

PSHCE—skills

To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.

To resolve differences by looking at alternatives, making decisions and explaining choices.

Prepare for change

Numeracy

To understand the place value of 3 digit numbers including money.

To know number bonds to 20 and use them in addition and subtraction;

To add pairs of two-digit numbers by partitioning; Subtract pairs of two-digit numbers by counting up; Find change from £1.

To double 2-digit numbers; Halve small even numbers; Know \times and \div facts for 2, 5 and 10 times tables; Understand that multiplication is commutative; Recognise multiples of 2, 5 and 10.

Hook
Field Trip to Banbury

End Product
Debate about what the school field could be developed into.

French

To greet one another and ask "how are you?".

To be able to say goodbye.

To be able to ask for someone's name and say your name.

To be able to conduct a short conversation.

PE—

Dance (Mrs Hobb's class)

To improvise freely translating ideas into movement.

Remember , repeat and perform a phrase.

To share and create a dance with a partner or small group.

To use dynamic, rhythmic and expressive qualities clearly with control

Swimming (Miss Fuell's class)

To develop safe entries into the water.

To travel distances using basic strokes (supported by flotation devices if required).

Science—skills

To make observations and comparisons.

To collect evidence in a variety of contexts and suggest how to test an idea.

To make predictions about what could happen.

To understand what makes a test fair /unfair.

To present results in drawings, bar charts and tables.

To draw conclusions.

RE—skills

To identify ways we show belonging.
To retell key stories from the bible (The last supper).

To describe ways that we show commitment.

To ask questions that may be difficult to answer.

P.E—Invasion Games—Football Skills

To pass, travel, head a ball. To use space and keep possession.

To devise and use rules.

To use and adapt tactics

To consult and improve the quality of their techniques and their ability to link movements.