

### As readers and writers we will:

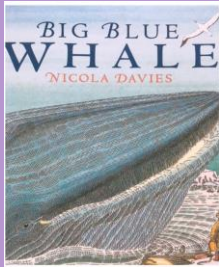
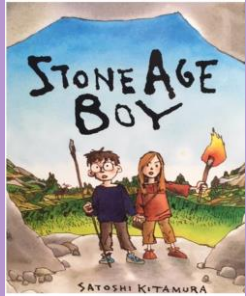
Study 'Stone Age Boy' by Satoshi Kitamura and use this text to learn to:

- Form nouns with a range of prefixes
- Use present and past tenses correctly and consistently including progressive and present perfect forms
- Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)
- Group related ideas into paragraphs

Study 'Big Blue Whale' by Nicola Davies and use this text to learn to:

- Use adverbs to express time, place and cause
- Build an increasing range of sentence structures
- Use headings and subheadings to aid presentation
- Assess the effectiveness of own and others' writing

### Book we will read together:



### In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination.
- 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

# Y3 Curriculum Spring Term Cycle 1



### As mathematicians we will:

- Recognise multiples of 10
- Multiply a 2-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number
- Measure in metres, centimetres and millimetres
- Find equivalent lengths
- Calculate and measure the perimeter
- Compare and order non-unit fraction
- Count in fractions on a number line
- Find equivalent fractions on a number line
- Use scales
- Measure mass in kilograms and grams
- Measure capacity and volume in litres and millilitres
- Find equivalent capacities and volumes
- Compare capacity and volume

### As scientists we will:

- Describe the appearance of different rocks.
- Group rocks by their absorbency, hardness and reaction to acid rain.
- Describe fossil formation and identify fossils in rocks.
- Describe the work of a palaeontologist.
- Name, describe and compare some different categories of soil.
- List some of the benefits of earthworms to the soil.
- Recall examples of light sources, objects that do not give out light and that darkness is the absence of light.
- Describe what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image.
- Describe how shadows form and identify patterns between groups of materials and the shadows produced.
- Describe how the light source's distance affects the shadow's size.

### As linguists we will:

- Understand the vocabulary used for food in French.
- Use French verbs in the correct context.

### As geographers we will:

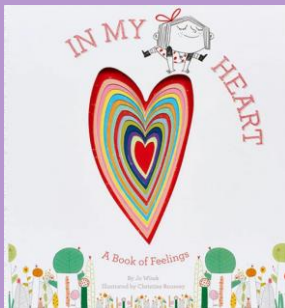
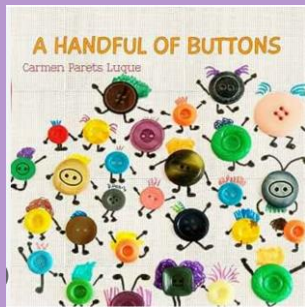
- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Follow a route on an OS map.
- Locate some geographical regions in the UK.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.
- Describe a biome and give an example.
- Name and describe the four layers of tropical rainforests.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Use a variety of data collection methods with support.

### As historians we will we will:

- Understand that prehistory was a long time ago.
- Accurately place AD and BC on a timeline.
- Identify conclusions that are certainties and possibilities based on archaeological evidence.
- Explain the limitations of archaeological evidence.
- Use artefacts to make deductions about the Amesbury Archer's life.
- Identify gaps in their knowledge of the Bronze Age.
- Explain how bronze was better than stone and how it transformed farming.
- Explain how trade increased during the Iron Age and why coins were needed.
- Identify changes and continuities between the Neolithic and Iron Age periods.
- Explain which period they would prefer to have lived in, providing evidence for their choice.

### As citizens we will we will:

- Understand my rights and responsibilities as a citizen of my country and as a member of my school.



### As designers we will:

- Use a cross-stitch to join two pieces of fabric together.
- Design and cut the template for a cushion.
- Use cross-stitch and appliqué to decorate a cushion face.
- Make a cushion that includes appliqué and cross-stitch.

### As computer users we will:

- Recognise inputs and outputs and that the computer sends and receives information.
- Explain that the parts of a laptop work together and the purpose of each part.
- Explain what an algorithm is.
- Suggest what memory is for inside a computer.
- Log in and out of email.
- Send a simple email with a subject plus 'To' and 'From' in the body of the text.
- Edit an email.
- Type in the email address correctly and send the email.
- Add an attachment to an email.
- Write an email using positive language, with an awareness of how it will make the recipient feel.
- Recognise unkind behaviour online and know how to report it.
- Offer advice to victims of cyberbullying.
- Recognise when an email may be fake and explain how they know.