

### As readers and writers we will:

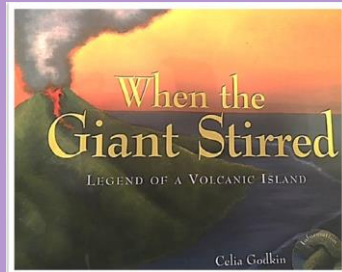
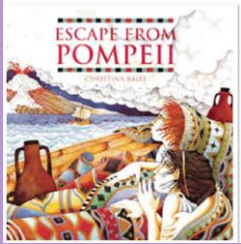
Study 'Escape from Pompeii' by Christina Balit and use this text to learn to:

- Use present and past tenses correctly and consistently including the progressive form and the present perfect form
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)

Study 'When the Giant Stirred' by Celia Godkin and use this text to learn to:

- Build an increasing range of sentence structures
- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use and punctuate direct speech
- Use commas

### Book we will read together:



### As linguists we will:

- Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.
- Identify a person correctly from a description of their hair and eye colour.
- Place word cards in the correct order, with the adjectives following the noun.
- Compose a spoken sentence to describe a friend.
- Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

# Y3 Curriculum Spring Term Cycle 2



### 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.

### In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns

### As geographers we will:

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

### In RE we will:

- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God)
- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)
- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims

### As historians we will we will:

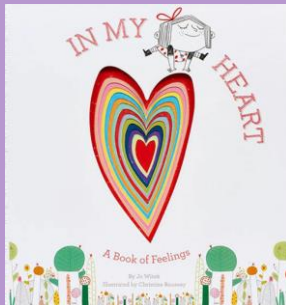
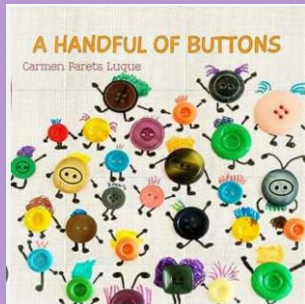
- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Explain why children needed to work.
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases from the past and discuss how effective the treatments were.

### As designers we will:

- Explain that fruits and vegetables grow in different countries based on their climates.
- Understand that seasonal fruits and vegetables grow in a given season.
- Understand that eating seasonal fruit and vegetables positively affects the environment.
- Design a tart recipe using seasonal ingredients.

### 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 computer users we will:

- 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.
- 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.
- Make comparisons between different types of computer.

### As musicians we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music