

Year 3 Long Term Intent

Spring 1

Key Texts	Firework-Maker's Daughter
Genres	Narrative, Diary entry, setting description
Trips/Visits/Visitors/Experiences	
<p>Writing</p>	<ul style="list-style-type: none"> • Write effectively for purposes and audiences using some organisational and presentation devices when writing a narrative on 'The Firework Maker's Daughter', a diary entry about 'The Firework Maker's Daughter' and writing a setting description about a volcanic eruption • Write a narrative on 'The Firework Maker's Daughter' with simple settings, character and plot. • Begin to understand how to start a new line for dialogue for a new speaker when writing a narrative on 'The Firework Maker's Daughter'. • Begin to use inverted commas to punctuate direct speech when writing a narrative on 'The Firework Maker's Daughter'. • Begin to use headings and subheadings to aid presentation when writing a leaflet about volcanoes • Understand paragraphs as a way to group related material within all extended writes. • Use past and present tense consistently and appropriate to a narrative, a setting description and a leaflet • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel within all extended writes. • Use expanded noun phrases for description and clarification within a narrative and setting description • Use prepositional phrases within all extended writes. • Use an extended range of sentences with more than one clause by using a wider range of conjunctions within all extended writes. • Use a range of adverbs and adverbial phrases to add information within a sentence and begin to front sentences using them within all extended writes. • Use present perfect tense when writing a diary entry. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas within all extended writes. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Assess the effectiveness of their own and other's writing, suggesting improvements. • Propose changes to grammar and vocabulary to improve consistency. • Proofread for spelling and punctuation errors. • Spell word families based on common words, showing how words are related to form and meaning
<p>Reading</p>	<ul style="list-style-type: none"> • Predict what might happen from details stated and can indicate the strength/likelihood of their prediction being correct. • Identify new vocabulary and discusses to develop understanding. • Suggest reasons for actions and events. • Infer characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story. • Identify with characters and makes links with own experiences when making judgements about the characters' actions. • Justify their views about what they have read. • Identify how settings are used to create atmosphere. • Identify evidence of relationship between characters based on dialogue and behaviour. • Analyse the use of language to set scenes, build tension or create suspense. • Refer back to the text for evidence when explaining. • Use contents pages and indexes to locate, retrieve and record information from non-fiction texts. • Explain how words/phrases in the description are linked to create suspense. • Summarise main ideas from a text. • Ask increasingly informed questions to improve understanding of a text. • Use dictionaries independently to check meaning of new vocabulary. • Comment on the effect of scene changes • Identifies a range of standard words or phrases, used at various stages of a narrative. E.g. introduction/build up etc • Begin to identify and themes across texts e.g. friendship, good and evil, bullying

Spelling	Unit	Title of unit
	7	C spelt ch
	7	C spelt ch
	8	Sh spelt ch
	8	Sh spelt ch
	9	Adding ion
	9	Adding ion
Handwriting	<ul style="list-style-type: none"> Unit 15: practising joining to the letter e Unit 16: practising joining to the letter k Unit 17: practising the second join Unit 18: practising joining from the letter e Unit 19: practising the horizontal join Unit 20: practising joining from the letter a 	
Maths	<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 Measure, compare, add and subtract: lengths (m/cm/mm) Measure the perimeter of simple 2-D shapes Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: non-unit fractions with small denominators 	
Science Rocks	<ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties giving reasons Describe how fossils are formed when things that have lived are trapped in rock. Know about the difference between sedimentary, metamorphic and igneous rock. <p>Working Scientifically</p> <ul style="list-style-type: none"> Set up a fair test with different variables to test which rocks are waterproof. Explain to a partner why a test is a fair one. Be confident to stand in front of others and explain findings of a test. Present findings using written explanations and include diagrams when needed. Make sense of findings and draw conclusions which help them to understand more about rocks and soils. <p>Amend predictions according to findings.</p>	
History Stone Age, Iron Age, Bronze Age	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age. Know the main differences between the Stone, Bronze and Iron Ages. Order events chronologically <p>Historical Skills</p> <ul style="list-style-type: none"> Create historically valid questions about similarities and differences Examine and compare artefacts Give simple reasons as to why key events happened in history Explain the achievements of ancient civilizations and their impact on the world in the past and today Identify and describe changes between Stone Age and Iron Age Use dates and vocabulary relating to the passing of time Know that the past can be divided into different periods of time <p>Discuss historical changes in Britain, what caused them and the impact on life in Britain</p>	
Geography Tremors and Lava	<ul style="list-style-type: none"> Know what causes earthquakes and tsunamis. Know the effects of earthquakes and tsunamis. Read and interpret the globe as a flat map 	
Religious Education	<ul style="list-style-type: none"> Ask questions about their own and others' religious experiences and beliefs. Understand what a difference belonging to a religious community could make on someone's life. 	

	<ul style="list-style-type: none"> • Identify how religion is expressed in different ways. • Respond sensitively to questions about their own and others' experiences and feelings. • Recognise that some questions cause people to wonder and are difficult to answer. • Identify the impact of religion on believers' everyday lives. • Ask important questions about beliefs, making links between their own and others' responses.
<p align="center">Physical Education</p>	<p>Multi-Skills</p> <ul style="list-style-type: none"> • Be aware of space and use it to support team-mates and to cause problems for the opposition • Know and use rules fairly • Show control of a range of different throws/passes with increasing accuracy • Dribble a ball with greater control • Find space to move into within a game • Apply the tactics learned. <p>Bootcamp</p> <ul style="list-style-type: none"> • Take part in a range of multi-skilled activities improving core strength, building muscle, coordination and using their own body weight • Explain how strength and suppleness affect performance
<p align="center">Computing Unit 3.5 Email</p>	<ul style="list-style-type: none"> • To think about the different methods of communication. • To open and respond to an email. • To write an email to someone from an address book. • To learn how to use email safely. • To add an attachment to an email. • To explore a simulated email scenario.
<p align="center">Art Facial expressions using digital images</p>	<ul style="list-style-type: none"> • Know how to use sketches to produce a final piece of art of a volcanic eruption • Know how to create a background using a wash • Know how to use a range of paint and brushes to create different effects in painting of a volcanic eruption
<p align="center">Music Glockenspiel Stage 1</p>	<ul style="list-style-type: none"> • Play clear notes on instruments and use different elements in composition. • Improvise repeated patterns. • Perform given compositions/songs from memory • Combine different sounds to create a specific mood or feeling.
<p align="center">Personal, Social, Health Education Living in the Wider World</p>	<ul style="list-style-type: none"> • Recognise reasons for rules and laws; consider the consequences of not adhering to rules and laws. • Recognise there are human rights that are there to protect everyone. • Make links about the relationship between rights and responsibilities. • Recognise ways in which the internet and social media can be used both positively and negatively. • Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.

Modern Foreign Languages

- Have a short conversation, saying 3 to 4 things such as: I am 7/8, my favourite colour is _____, I like _____, I do not like _____.
- Give response using a short phrase
- Use generally accurate pronunciation when reading aloud or using familiar words or phrases.
- Use sounds to help identify written words.
- Start to speak, using a full sentence ie expressing a personal response for example likes, dislikes and feelings
- Understand instructions, everyday classroom language and praise words