

# Year 3 Long Term Intent

## Spring 2

<b>Key Texts</b>	<b>James and the Giant Peach</b>													
<b>Genres</b>	Newspaper report, letter, narrative													
<b>Trips/Visits/Visitors/Experiences</b>	<b>Shuttleworth</b>													
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Understand paragraphs as a way to group related material within all extended writes.</li> <li>• Use past tense verbs consistently and appropriate to a newspaper report, a letter and a narrative</li> <li>• Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel within all extended writes.</li> <li>• Use prepositions in phrases within all extended writes.</li> <li>• Use an extended range of sentences with more than one clause by using a wider range of conjunctions within all extended writes.</li> <li>• 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.</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discuss and record ideas within all extended writes.</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Assess the effectiveness of their own and other's writing, suggesting improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Begin to use apostrophes to mark possession</li> <li>• Begin to understand the difference between plural and possessive –s</li> <li>• Begin to understand the difference between plural and possessive -s</li> <li>• Begin to understand how to start a new line for dialogue for a new speaker</li> <li>• Begin to use inverted commas to punctuate direct speech</li> <li>• Spell word families based on common words, showing how words are related to form and meaning</li> </ul>													
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Identifies new vocabulary and sentence structure and discusses to develop understanding</li> <li>• Identifies and understands meanings of a wide range of conjunctions used to link events together</li> <li>• Justifies their views about what they have read</li> <li>• Recognises the move from general to specific detail</li> <li>• Refers back to the text for evidence when explaining</li> <li>• Extracts information from tables and charts</li> <li>• Retrieves information from text where there is competing (distracting) information</li> <li>• Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</li> <li>• Notices the difference between 1st and 3rd person accounts</li> <li>• Identifies the conventions of different types of writing e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</li> <li>• Summarises main ideas from a text</li> <li>• Uses dictionaries independently to check meaning of new vocabulary</li> <li>• Begin to identify and themes across texts e.g. friendship, good and evil, bullying</li> <li>• Identifies a range of standard words or phrases, used at various stages of a narrative. E.g. introduction/build up etc</li> </ul>													
<b>Spelling</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Unit 9</td> <td>Title of unit adding ion</td> </tr> <tr> <td>Unit 9</td> <td>Title of unit adding ion</td> </tr> <tr> <td>Unit 10</td> <td>Title of unit adding ian</td> </tr> <tr> <td>Unit 10</td> <td>Title of unit adding ian</td> </tr> <tr> <td>Unit 11</td> <td>Title of unit adding re</td> </tr> <tr> <td>Unit 11</td> <td>Title of unit adding re</td> </tr> </table>	Unit 9	Title of unit adding ion	Unit 9	Title of unit adding ion	Unit 10	Title of unit adding ian	Unit 10	Title of unit adding ian	Unit 11	Title of unit adding re	Unit 11	Title of unit adding re	
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<p style="text-align: center;"><b>Handwriting</b></p>	<p>Unit 22: Title of unit LY</p> <p>Unit 23: Title of unit URE</p> <p>Unit 24: Title of unit WH</p> <p>Unit 25: Title of unit 123</p> <p>Unit 26: Title of unit WR</p> <p>Unit 27: Title of unit FT</p>	
<p style="text-align: center;"><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>• Recognise and use fractions as numbers: non-unit fractions with small denominators</li> <li>• Recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• Compare and order unit fractions and fractions with the same denominators</li> <li>• Add and subtract fractions with the same denominator within one whole</li> <li>• Solve problems that involve all of the fraction objectives</li> <li>• Measure, compare, add and subtract: mass (kg/g), volume/capacity (l/ml)</li> </ul>	
<p style="text-align: center;"><b>Science Fossils</b></p>	<ul style="list-style-type: none"> <li>• Recognise that soils are made from rocks and organic matter</li> <li>• Describe how fossils are formed when things that have lived are trapped in rock</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Test to see which type of soil is most suitable when growing two similar plants</li> <li>• Set up a fair test with different variables e.g. the best conditions for a plant to grow</li> <li>• Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings</li> <li>• Present findings using written explanations and include diagrams when needed</li> </ul>	
<p style="text-align: center;"><b>History WW2</b></p>	<ul style="list-style-type: none"> <li>• Know when and why the war started and which countries were involved</li> <li>• To experience life during WW2 through an immersion experience at Shuttleworth</li> <li>• To learn the role of women during war time</li> </ul> <p><b>Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Create historically valid questions about similarities and differences</li> <li>• Examine and compare artefacts</li> <li>• Give simple reasons as to why key events happened in history</li> <li>• Discuss historical changes in Britain, what caused them and the impact on life in Britain</li> </ul>	
<p style="text-align: center;"><b>Geography London and the River Thames</b></p>	<ul style="list-style-type: none"> <li>• Know, name and locate the main rivers in the UK</li> <li>• Know the names of a number of European capitals</li> <li>• Know why most cities are located by a river</li> <li>• Know and label the main features of a river</li> <li>• Know and name the eight points of a compass</li> </ul>	
<p style="text-align: center;"><b>Religious Education Unit L2.12: How and why do people try to make the world a better place?</b></p>	<ul style="list-style-type: none"> <li>• What's wrong with the world?</li> <li>• Repairing the world- what can we learn from this Jewish idea</li> <li>• Who is inspired by Jesus?</li> <li>• How do Muslims try to make the world a better place?</li> <li>• How do non-religious people try to make the world a better place?</li> <li>• Will we be world changers? How can we each make the world a better place?</li> </ul>	
<p style="text-align: center;"><b>Physical Education</b></p>	<p><b>Throwing and Catching</b></p> <ul style="list-style-type: none"> <li>• Show control of a range of different throws / passes with increasing accuracy</li> <li>• Dribble a ball with greater control.</li> <li>• Roll or throw a ball at a target with accuracy.</li> <li>• Perform a range of catching and gathering skills with control.</li> <li>• Anticipate the ball and have the hands ready to catch.</li> <li>• Stop the ball in the hands without fumbling.</li> </ul> <p><b>Cool Core</b></p>	

	<ul style="list-style-type: none"> <li>• Be able to link agility and core strength activities together in an appropriate way.</li> <li>• Be able to perform core strength moves with accuracy.</li> </ul>
<b>Computing Email</b>	<ul style="list-style-type: none"> <li>• To think about the different methods of communication.</li> <li>• To open and respond to an email.</li> <li>• To write an email to someone from an address book.</li> <li>• To learn how to use email safely.</li> <li>• To add an attachment to an email.</li> <li>• To explore a simulated email scenario.</li> </ul>
<b>Design Technology Designing and Sewing Bunting</b>	<ul style="list-style-type: none"> <li>• Generate and develop ideas through discussion</li> <li>• Explain strengths and weaknesses of existing products</li> <li>• Follow a step-by-step plan, choosing the right equipment and materials</li> <li>• Select the most appropriate tools and techniques for a given task</li> <li>• Use a range of stitches to join fabrics and select the most appropriate</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• Use musical words to describe Three Little Birds.</li> <li>• Listen carefully and recognise high and low pitches in Three Little Birds.</li> <li>• Use voice and copy a given scale.</li> <li>• Sing expressively in time to the beat and rhythm.</li> <li>• Play clear notes on instruments and use different elements in composition.</li> <li>• Improvise repeated patterns.</li> <li>• Perform given compositions/songs from memory</li> <li>• Combine different sounds to create a specific mood or feeling.</li> </ul>
<b>Personal, Social, Health Education Living in the wider world</b>	<ul style="list-style-type: none"> <li>• Recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>• Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> <li>• Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>• Explore the broad range of different jobs/careers that people can have; know that people often have more than one career/type of job during their life</li> <li>• Consider stereotypes in the workplace and that a person's career aspirations should not be limited by them.</li> <li>• Identify some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> </ul>
<b>Modern Foreign Languages</b>	<ul style="list-style-type: none"> <li>• 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 _____.</li> <li>• Give response using a short phrase</li> <li>• Use generally accurate pronunciation when reading aloud or using familiar words or phrases.</li> <li>• Use sounds to help identify written words.</li> </ul>