



SPRING MTP – YEAR 3

	1.1	1.2	1.3	1.4	1.5	1.6
ENGLISH	<p>Fiction: Stories about imaginary worlds (2weeks)</p> <p>Writing Outcome write a story about an imaginary world focusing on setting description and plot. (including a minimum of 2 characters)</p>		<p>Poetry: Traditional poems (1 week)</p> <p>Writing Outcome: Recite familiar poems by heart. Write and perform free verse poems.</p>	<p>Non-Fiction: Reports (2 weeks)</p> <p>Writing Outcome: Teacher demonstrates research and note-taking techniques using information and IcT Texts on a subject and using a spider diagram to organise the information. Write report.</p>		<p>Egyptian Cinderella</p> <p>(1 or 2 weeks)</p> <p>Writing Outcome: Write a traditional tale</p>
GRAMMAR	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions. (when, if, although, however)</p> <p>Using adverbials of time, cause and place.</p> <p>Fronted Adverbials: SPAG starters (will help to</p>	<p>Use I-space display in classroom to aid children.</p> <p>Using and punctuating direct speech</p> <p>Introduction to paragraphs as way to group related materials</p>			<p>Using lots of relevant and imaginative vocabulary and noun phrases.</p> <p>Using personification, simile, metaphors (POAMS)</p> <p>Look at word families and vowel and consonants.</p>	

	achieve using conjunctions, adverbs, preposition for cause and time depending on genre)	Starting to link sentences in paragraphs with cohesive devices Commas in list and for subordinating				
SPELLING	Prefix re means refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire	Suffix –ly + ly weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretively separately strangely sufficiently surreptitiously suspiciously	Suffix -ly y to an i angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily	Suffix –ly le to ly gently simply humbly nobly	Suffix –ous Obvious root word poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous	Suffix –ous No obvious root word tremendous enormous jealous fabulous generous tempestuous scrupulous ominous
MATHS	Geometry draw 2-D shapes, identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Measure the perimeter of simple 2-D shapes.	Number and place value ● identify, represent and estimate numbers using different representations ● recognise the place value of each digit in a three-digit number (hundreds, tens, ones) compare and order numbers up to 1000	Addition and subtraction ● add and subtract numbers mentally, including: – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds ● add and subtract numbers with up to three digits	Addition and subtraction ● add and subtract numbers mentally, including: – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds ● add and subtract numbers with up to three digits	Statistics ● Interpret and present data using bar charts, pictograms and tables. solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables.	Measurement ● tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks ● estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o’clock,

	make 3-D shapes using modeling materials; recognize 3-D shapes in different orientations and describe them		<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 	<ul style="list-style-type: none"> estimate the answer to a calculation and use inverse operations to check answers solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction 		<p>a.m. / p.m., morning, afternoon, noon and midnight</p> <ul style="list-style-type: none"> know the number of seconds in a minute and the number of days in each month, year and leap year compare durations of events, [for example, to calculate the time taken by particular events or tasks]
RE	<p>Christmas</p> <p>To be able to explore and learn from the reaction of the shepherds in the Christmas story</p> <p>Identify times when you have been shocked or surprised. Create a word bank that describes being surprised and shocked.</p> <p>Children to role play bring the shepherds. They will give details of what they saw and how they felt and how they think the community should respond.</p>	<p>Christmas</p> <p><u>To be able to talk about the significance of the symbol of the crib</u></p> <p>Research the story of the first crib; some details of this story are provided in the additional information section for this unit.</p> <p>Imagine a book was written about St Francis and the building of the first crib. Design a book cover which depicts the importance of the symbolism of the crib and what words would appear on the back of the book jacket.</p>	<p>Christmas</p> <p><u>To be able to understand how the crib helps us remember the presence of Jesus in the world.</u></p> <p>What words would be used to describe the crib and its importance?</p> <p>Paint or draw those words as if they appeared on the wall in the manger scene when Jesus was born.</p>	<p>Revelation</p> <p>To be able to understand that God reveals Himself through His calling and invites a response.</p> <p>To be able to know and understand the story of Samuel.</p> <p>To be able to explore some of the ways in which God speaks to his people today.</p> <p>Create an affinity diagram for the story of Samuel, detailing with words, actions, response and feelings.</p>	<p>Revelation</p> <p>To be able to explore the meaning of some of the readings at Mass.</p> <p>To be able to know where each of the readings come from in the Bible, (e.g. the first reading is usually from the Old Testament).</p> <p>To be able to know that God reveals himself through Jesus and that the Gospels reveal the ministry of Jesus to us.</p> <p>Explore the responses given at Mass: “This is the Word of the Lord”, “Thanks be to God”. Why do we say this?</p> <p>Create an introduction for the New Testament, highlighting what is contained in the New Testament and why the message is important.</p>	<p>Revelation</p> <p>To be able to know that God is revealed in key aspects of the life of Jesus, including the Presentation and the Baptism of Jesus.</p> <p>To be able to know that we learn of these accounts of Jesus’ life in the New Testament.</p> <p>Look at painting depicting the baptism of Jesus</p> <p>Write speech or thought captions for each of the characters in the painting. This can be done by providing post-it notes for pupils and encouraging them to work in groups and create dialogues between the different characters.</p>

<p>HISTORY</p>	<p><u>To be able to find out about Ancient Egyptian life by looking at artefacts</u></p> <p>Children look at pictures of Egyptian artefacts and ask questions about them. What were they used for? Who might have used it? What can we learn about the Egyptians from this item?</p> <p>Children go on to use ICT to research and find answers to some of the questions they pose.</p>	<p><u>To be able to compare life in ancient Egyptian times to my own life</u></p> <p>Children to look at scenes from Egyptian life and discuss what is happening in them and think about how this is different to what we do today.</p> <p>Look at comparisons under the headings of homes, beliefs, jobs, how to survive, death and travel</p> <p>Children to look at developments that occurred during Egyptian times by looking at timeline.</p>	<p><u>To be able to explain the ancient Egyptian ritual of mummification</u></p> <p>Children have opportunity to be mummies using toilet rolls</p> <p>Watch film on mummification and order the pictures to show the process.</p> <p>Extend children to being able to write the process as numbered steps.</p>	<p><u>To be able to retell key events of the Tutankhamun discovery story</u></p> <p>Children to look at sources of information about Tutankhamun and consider what they learn. Use hot seating to develop understanding of what it was like to be Howard Carter</p> <p>English link To write a report as Howard Carter detailing the discovery</p>	<p><u>To be able to compare similarities and difference between Egyptian hieroglyphs and my own writing</u></p> <p>Children to learn what hieroglyphs were and why and where they were used</p> <p>Children to write their name in hieroglyphs by cutting and pasting and extend to reading and writing their own messages</p>	<p><u>To be able to compare and contrast the powers of different Egyptian gods</u></p> <p>Children to be different Egyptian gods and use hot eating as a way of learning about what they did</p> <p>Children to write a fact file on different gods in a style of top trump cards</p>
<p>COMPUTING</p>	<p>Information Technology he/she can design and create content to accomplish a given goal</p> <p>Information Technology he/she can collect and combine information and data</p>	<p>Information Technology he/she can design and create content to accomplish a given goal</p>	<p>Information Technology he/she can design and create content to accomplish a given goal</p>	<p>Information Technology he/she can design and create content to accomplish a given goal</p>	<p>Information Technology he/she can design and create content to accomplish a given goal</p>	<p>Information Technology he/she can design and create content to accomplish a given goal</p>
<p>SCIENCE</p>	<p><u>To be able to describe how magnets attract or repel each other and how they attract some materials.</u></p> <p>3-1.3</p>	<p><u>To be able to group materials based on whether or not they are magnetic</u></p> <p>3-1.4</p>	<p><u>To be able to investigate the strength of different magnets</u></p>	<p><u>To be able to name the parts of a plant</u></p>	<p><u>To be able to understand what a plant needs in order to grow.</u></p>	<p><u>To be able to draw conclusion from investigation results</u></p>

	<p>Children to be shown different magnets have opportunity to look at explore and see how they work together or against each other</p> <p>Key Vocabulary: magnet</p> <p>Attract, repel</p>	<p>Children to explore different materials and test using magnets</p> <p>Are some items both magnetic and non-magnetic?</p> <p>Key vocabulary: magnetic, magnetic field</p>	<p>Children to plan and carryout an investigation to see which type of magnet will collect the most paperclips</p> <p>Discuss fair test and variables</p> <p>Key vocabulary: strength, fair test, variables,</p>	<p>Children look at samples of plants discuss what is same different. Use post it's to label these real plant samples.</p> <p>Photograph for evidence</p> <p>Where able children to label diagram to put in books.</p> <p>Ext</p> <p>To write about function of each part of the plant</p>	<p>Children to plan and carry out investigation.</p> <p>To consider fair testing. Controls, prediction, recording and conclusion</p>	<p>Children to look at the results to use observation skills to report what they see.</p> <p>To think about what this tells them and then to write a scientific conclusion</p>
ART				To be able to	To be able to	To be able to add
PE – (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)	Rugby skills (Coaches)
MUSIC	<p>Listening and Context he/she can explain what they think a piece of music's purpose could be. Listening and Context he/she can compare pieces, thinking about pitch, mood, rhythm and tempo.</p>	<p>Listening and Context he/she can explain what they think a piece of music's purpose could be. Listening and Context he/she can compare pieces thinking about pitch, mood, rhythm and tempo.</p>	<p>Performing he/she can perform as part of a group and individually to an audience.</p>	<p>Performing he/she can perform as part of a group and individually to an audience.</p>	<p>Performing he/she can perform as part of a group and individually to an audience.</p>	<p>Performing he/she can perform as part of a group and individually to an audience.</p>
<p>PHSE</p> <p>Linked with other lessons such as RE and English</p> <p><u>Dreams and Goals</u></p>	<p>To be able to talk about a person who has faced difficult challenges and achieved success</p>	<p>To be able to identify a dream or ambition that is important to me</p>	<p>To be able to enjoy facing new learning challenges and work out the best way of achieving them</p>	<p>To be able to be motivated and enthusiastic about achieving new challenges</p>	<p>To be able to recognize obstacles that might hinder my achievements and take steps to overcome them</p>	<p>To be able to evaluate my own learning process and identify how it could be better next time</p>