

Term Spring 2		Year 3	
Subject Focus The Games Children Play			
Starting Point		End Product	
'Children's Games' painting by Pieter Buegel		To perform a piece of dance about a bullying poem	
Homework & independent learning	<ul style="list-style-type: none"> • Reading daily for all for at least 15 minutes with an adult. • Practise the year 3/4 spelling words and times tables (Times Table Rock Stars 5mins a day). • Once a week children will be given a piece of Maths or English homework to complete. 		
Maths	<ul style="list-style-type: none"> • Time • Fraction • Length and Perimeter 		
Writing	<p>To plan, build, and write a range of pieces. Focusing on developing planning, composition, grammatical and vocabulary skills. Narrative to entertain Non-Chronological Report to inform Instructions to inform</p>		
Reading	<p>Children will have daily reading lessons in which they: Understand how to read different text types. To develop key skills and strategies for answering comprehension style questions. To recall the story and key vocabulary from the text Increase their stamina for reading</p>		
Speaking and Listening	<ul style="list-style-type: none"> - Rehearsing a set of instructions - Reading reports to a partner - Explaining the rules of the game. 		
Science	Forces – push, pull, friction (materials)		
Computing	E-Safety – Communicating online Advanced Logic		
Humanities	<p>History</p> <ul style="list-style-type: none"> • Living memory • Comparing past to present • Timeline • Interview primary source • Research past games <p>Music</p> <ul style="list-style-type: none"> • Listening • Appreciating • Responding • An introduction to musical notation 		
MFL	- Food, colour and Easter		
RE	- Signs and symbols		

	<ul style="list-style-type: none"> - Random acts of kindness - Lent / Easter and Passover - 5 Pillars (Islam)
PHSCE & British Values	<ul style="list-style-type: none"> - Kindness - Shrove Tuesday - St Patricks Day - St George Day - Mother's Day - Yasmine and Tom:
Core skill	<p>I can explain what I like and dislike and give reasons. I can identify what makes me feel safe and secure. I can share my beliefs with others and find simple reasons for believing in them. I can explain why others may feel the way they do. I can use simple coping strategies when I encounter a problem. I can express a range of emotions and identify a range of feelings.</p>
Art & Sketchbooks	<p>Movement/how the body moves-observational drawing-clothed life drawing-Dance. Paint/pastel/charcoal/watercolours.-Relevant artists.</p>
PE	<p>Netball</p> <ul style="list-style-type: none"> • Passing and receiving • Types of pass • Basic rules of the game/Small sided games • Using the playing space safely and confidently
Trips/visits	Victorian and Albert museum of childhood