Bletchingley Village Primary School

Year 3 – Spring 1

bject:	Unit: (Destination question, key learning)	Key Vocab:	At Home:	Educational Visits: (where appropriate)
Maths	**If your child receives alternative provision for Maths, you will receive a more appropriate and individualised summary.** **Right angles** • Pupils rotate two lines around a fixed point to make different sized angles • Pupils draw triangles and quadrilaterals and identify vertices • Pupils learn that a right angle is a 'square corner' and identify them in the environment • Pupils learn that a rectangle is a 4-sided polygon with four right angles • Pupils learn that a square is a rectangle in which the four sides are equal length • Pupils cut rectangles and squares on the diagonal and investigate the shapes they make • Pupils join four right angles at a point using different right-angled polygons • Pupils investigate and draw other polygons with right angles **Manipulating the additive relationship and securing mental calculation** • Pupils add two 3-digit numbers using partitioning • Pupils add two 3-digit numbers using adjusting • Pupils add a pair of 2- or 3-digit numbers using redistribution	Right Obtuse Acute Vertex Vertices Clockwise Anti-clockwise Half Quarter Polygon Regular Irregular Parallel Segment	**Hit the button** Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) **Maths frame** mathsframe.co.uk/en/resources/category/22/most-popular **BBC** What is an angle? - BBC Bitesize **Oak Academy** Lesson: To recognise right angles | KS2 Maths | Oak National Academy (thenational.academy) And others Lesson: Adding two 3-digit numbers (without regrouping) | KS2 Maths | Oak National Academy (thenational.academy)	

	• Pupils subtract a pair of 2- or 3-digit numbers, bridging a multiple of 10, using partitioning • Pupils subtract a pair of 2-digit numbers, crossing a ten or hundreds boundary, by finding the difference between them • Pupils subtract a pair of three-digit multiples of 10 within 1000 by finding the difference between them • Pupils evaluate the efficiency of strategies for subtracting from a 3-digit number • Pupils explain why the order of addition and subtraction steps in a multi-step problem can be chosen • Pupils accurately and efficiently solve multi-step addition and subtraction problems • Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (2-digit numbers) • Pupils understand and can explain that both addition and subtraction equations can be used to describe the same additive relationship (3-digit numbers) • Pupils use knowledge of the additive relationship to rearrange equations • Pupils use knowledge of the additive relationship to identify what is known and what is unknown in an equation • Pupils use knowledge of the additive relationship to rearrange equations before solving			
English	**If your child receives alternative provision for English, you will receive a more appropriate and individualised summary.** Text: The Twits by Roald Dahl		BBC iPlayer - Bitesize Daily: 9-11 Year Olds - English: 6. Dialogue How to use inverted commas - BBC Bitesize	

	Use of dialogue to advance action and linking punctuation			
Science	**Rocks and Soil** **Key questions:** **What are the physical properties of rocks?** **How are fossils formed?** **How is soil formed?** **To know:** • That rocks can be grouped based on their appearance or properties (e.g. colour, texture, hardness and permeability). • That rocks may contain grains, crystals or fossils. • That grains and crystals appear differently and can be used to classify rocks. • That soils are made from rocks and dead matter. • The relationship between the properties of rocks and their uses. • That fossils can form from the remains of living things. • That rocks can change over time (e.g. erosion and weathering). **Working Scientifically** • Use a magnifying glass correctly to observe the appearance of a rock in detail. • Use results to choose the appropriate rock type for a specific use, suggest a better choice of rock for a specific use and to predict how a rock will be affected by the weather. • Research and present information on fossil formation using a single source. • Use a model of the fossil record to determine the relative age of a fossil, to suggest how a living	absorbency acid rain bone clay clay soil crystal earthworm era fossil fossil record grain hard hardness impermeable igneous rock imprint lava loam soil magma metamorphic rock mineral molten rock organic matter paelantologist peaty soil permeable rate rock sandy sandy soil sediment sedimentary sedimentation silt		

	thing has changed over time and to suggest what living things were around in a certain era. • Draw and label the bars on a bar chart. • Accurately draw and label the layers of sediment in a sedimentation jar.	soft soil		
Geography	**Who lives in Antarctica?** Key questions: • What is climate? • Where is Antarctica? • Who lives in Antarctica? • Who was Shackleton? • Can we plan an expedition around school? • How did our expedition go?	climate climate zone compass points direction drifting ice hemisphere ice sheet ice shelf iceberg lines of latitude lines of longitude treaty		
RE	Islam (Ramadan/Eid) RE Day **How does 'ibadah' (worship) show what's important to Muslims?** Christianity (Easter) RE day **What's the Bible's 'big story' – and why is it like treasure for Christians?**			
DT	**Constructing a castle** Unit outcomes: • Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. • Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. • Understand the different aspects of my identity.	2D 3D castle design key features net scoring shape stable stiff		

	• Identify their own strengths and that they can help other people. • Describe how they would break a problem down into small, achievable goals. • Understand the benefits of healthy eating and dental health. Key skills: • Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes. • Designing and/or decorating a castle tower on CAD software. • Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials. • Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	strong structure tab		

Music	**How does music make the world a better place?** • Singing and listening are at the heart of each lesson. • Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, G♯, A, B **Skill:** Composing using your imagination	Minim Crotchet Quaver Beat Bar Sharp Major	This New Method Will Make You Learn Piano Fast | For Beginners (youtube.com)	
Computing	Programming- Sequencing sounds Unit outcomes: • I can identify the objects in a Scratch project (sprites, backdrops) • I can explain that objects in Scratch have attributes (linked to) • I can recognise that commands in Scratch are represented as blocks • I can identify that each sprite is controlled by the commands I choose • I can create a program following a design • I can choose a word which describes an on-screen action for my plan	Command Movement Code Program Sequence Device Combine		

	• I can identify that each sprite is controlled by the commands I choose • I can create a program following a design • I can choose a word which describes an on-screen action for my plan •			
RSE PSHE	**Health and well-being** Unit outcomes: • Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. • Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. • Understand the different aspects of my identity. • Identify their own strengths and that they can help other people. • Describe how they would break a problem down into small, achievable goals. • Understand the benefits of healthy eating and dental health.	alone balance barriers belonging identity lonely resilience		
PE	Netball Rugby Gymnastics			
Art	**Sculpture & 3D: Abstract shape** Generating ideas: • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Making skills: • Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	abstract found objects negative space positive space sculptor sculpture structure three-dimensional		

	• Use hands and tools confidently to cut, shape and join materials for a purpose. Knowledge of artists: • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. Evaluating and analysing: • Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret the meaning and purpose of artwork, understanding how artists can use art to communicate.			