

## History

**Iron Age** – What changes were there after the Bronze Age and into the Iron Age? We will be considering how the lives of Iron Age people began to become more cultural as farming continued to grow and tribes grew bigger.

**Oak Academy Unit – KS2 History: Prehistoric Britain L9 – L10**

Knowledge and Interpretation

Year 3 Expected

a) can recognise that Britain has been invaded by several different groups over time.

Historical Enquiry

Year 3 Expected

- I can use various sources of evidence to answer questions.
- I can use various sources to piece together information about a period in history.
- I can, through research, identify similarities & differences between given periods in history.

## Mathematics

Shape

**Oak Academy Unit – KS2 Maths: 3D Shape Unit**

Fractions

Time

Position and Direction

Measurement – Length and Perimeter

## Science

**Plants** – We will be considering how plants grow and live. We will compare our knowledge of human and animal nutrition to plant nutrition and we will look at the life cycle of a plant. We will investigate how plant requirements vary.

**Oak Academy Unit – KS2 Science: Plants Unit**

Science (working scientifically)

Year 3 Expected

- I can measure using different equipment and units of measure.
- I can record my observations in different ways labelled diagrams, charts etc
- I can describe what I have found using scientific language.
- I can make accurate measurements using standard units.
- I can explain what they have found out and use my measurements to say whether it helps to answer my question.

Science (Plants)

Year 3 Expected

- I can identify and describe the functions of different parts of flowering plants. (roots, stem/trunk, leaves and flowers).
- I can explore the requirement of plants for life and growth (air, light, water, nutrients from soil, room to grow).
- I can explain how they vary from plant to plant.
- I can investigate the way in which water is transported within plants.
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, formation and seed dispersal.

# How do living things survive? Year 3 Spring 2

## Computing

**Programming Scratch** – Through the Scratch software, we will be programming Scratch Cat by creating algorithms. We will also be debugging code if we make an error.

Algorithms and Programs

- I can experiment with variables to control models.
- I can use 90 degrees and 45 degrees turns.
- I can give an on-screen robot directional instructions.
- I can draw a square, rectangle and other regular shapes on screen, using commands.
- I can write more complex programs.

E-Safety

- I can recognise that cyber bullying is unacceptable and will be sanctioned in line with the schools policy
- I know how to report an incident of cyber bullying.
- know the difference between online communication tools used in school and those used at home.

## English

**Key texts:** The Iron Man, Stone Age to Iron Age (The History Detective Investigations).

**Genres:**

Narrative

Play Scripts

Non-Chronological Report/ Explanation Texts

- I can usually identify and name key organisational and language features of a text similar to which I am planning to write
- I can plan my writing with a partner or in a small group recording ideas in note or pictorial form for later use
- I can compose and rehearse a whole sentence
- I can usually organise writing into logical chunks around a theme and write a coherent series of linked sentences for each
- In non-narrative writing I can use simple organisational devices e.g a main heading and sometimes sub-headings for each paragraph
- I can usually read back my own writing making sure it makes sense and offer an improvement.

## Music

**Studying the work of Mozart** – Considering “The Mozart Effect” – How does listening to classical music affect how we feel? What affect does it have on our bodies?

Music (appraising)

Year 3 expected:

- I can use musical words (the elements of music) to describe a piece of music and compositions.
- I can use musical words to describe what they like and dislike.
- I can recognise the work of at least one famous composer.

## P.E

### Real P.E – Unit 4 Creative Skills/ Sending and Receiving

#### Year 3 Emerging

- I can use hitting, kicking and/or rolling in a game.
- I can stay in a “zone” during a game
- I can decide where the best place to be is during a game.
- I can use one tactic in a game.
- I can follow rules.

#### Year 3 Expected

- I can throw and catch with control when under limited pressure.
- I am aware of space and use it to support team-mates and cause problems for the opposition.
- I know and use rules fairly to keep games going.
- I can keep possession with some success when using equipment that is not used for throwing and catching skills.

## PSHE

### One Life Spring 2 – Being Myself

- I know that there are similarities and differences between everyone.
- I can tell you the things I am good at.
- I can recognise when I find something difficult and do something about it.
- I can tell you what feeling surprised is like
- I know that people have different feelings about surprises.
- I can choose when to show my feeling and when to hide them.
- I can choose to act assertively.

## MFL

### Unit 4 – Les Animaux

#### MFL - Listening and Responding

##### Year 3/4 Emerging

I understand a range of familiar statements.  
I understand a range of familiar questions.

##### Year 3/4 Expected

I understand short passages made up of familiar language.  
I understand instructions messages and dialogues with in short passages.

I can note the main points and give a personal response on a passage.

#### MFL - Speaking

##### Year 3/4 Emerging

I can give short and simple responses to that I see and hear.  
I can name and describe people.  
I can name and describe places.  
I can name and describe objects.  
I can use (set) phrases.

##### Year 3/4 Expected

I can have a short conversation where I am saying 2-3 things.  
I can use short phrases to give a personal response.

## How do living things survive?

### Year 3 Spring 2

## Art

**Printing** – During the Bronze Age ornamental and decorative designs on helmets, body armour, swords, axe-heads and other weapons became more widespread. We will replicate these designs using printing methods.

#### Printing

##### Year 3 Expected

- I can make a printing block
- I can make a 2 colour print.

#### Knowledge

##### Year 3 Expected

- I can compare the work of different artists.
- I can explore work from other cultures.
- I can explore work from other periods of time.

## Geography

**Geographical Knowledge/Enquiry**– We will be looking at Iron Age Hill Forts, where they occurred and how this affected survival of the people. We will look at the topography of a hill. We will also consider how the iron trade travelled around the world.

#### Geography – Geographical Enquiry

##### Year 3 Expected

- I can use some basic OS map symbols.
- I can begin to use 4 figure grid references.
- I can make accurate measurements of distances within 100km.
- I can confidently describe physical features in a locality.

## R.E

### Christianity – Big Question “What do Christians remember on Palm Sunday?”

- To be able to describe beliefs and practices within Christianity.
- To link religious stories and teaching to the beliefs that underlie
- To describe some Christian beliefs about God.
- To show awareness that some people have different views.
- To reflect on my own beliefs, feelings, values, attitudes and experiences.
- To show understanding that not all people respond to ideas and experiences in the same way.