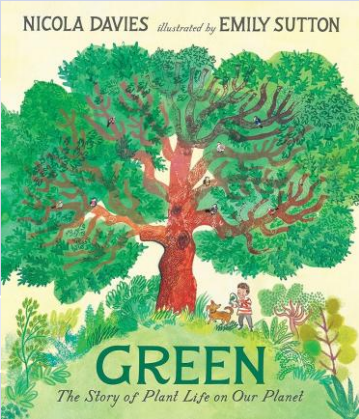
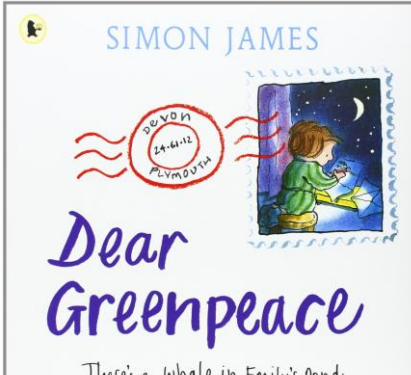


# Year 3 – Spring 2

| English  | Maths  | Art  |
|--|--|--|
| To identify the features of non-fiction and informative writing.                   | Link multiplication and division.  | To create a drawing which includes a reflection using graphite or charcoal.        |
| To use apostrophes to show possession.   | Divide a 2-digit number by a 1-digit number - no exchange, flexible partitioning and remainders. | PE   |
| Use non-fiction organisational structures.   | Measure in metres, centimetres and millimetres.  | To perform a creative dance inspired by Antarctica.                                |
| To identify the theme in a wide range of books.                                    | To compare lengths.  | PSHE   |
| To use a dictionary to find the definition of an unfamiliar word.                  | To add lengths.  | Healthy Me   |
| To retrieve and record information from non-fiction.                               | To subtract lengths.   | RE   |
|   | To measure perimeter.  | How are religion and worldviews shaped and expressed through art and architecture? |
|  | Understand the denominators of unit fractions.   | Computing  |
|  | Compare and order unit fractions   | Branching databases - Managing Online Information                                  |
|  | Understand the numerators of non-unit fractions.   | Music  |
| Understand the whole.  |  | Sing confidently and tunefully in varying styles taking into account dynamics.     |

# Year 3 – Spring 2

## Science

## Geography

### Main scientific skill taught in this topic:

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Describe what lines of latitude and longitude are, giving an example.

Understand that the Northern and Southern Hemispheres experience seasons at different times.

### Objectives:

Define what climate zones are.

To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Describe equipment researchers might use and clothes they wear in Antarctica.

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Describe a similarity and difference between life in the UK and life in Antarctica.

Begin to recall the eight points of a compass, following at least four of them.

State the outcome of Shackleton's expedition.

### Our scientific question is:

Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.

Do the tallest people jump further?

