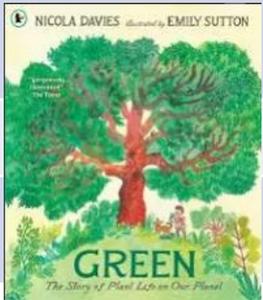
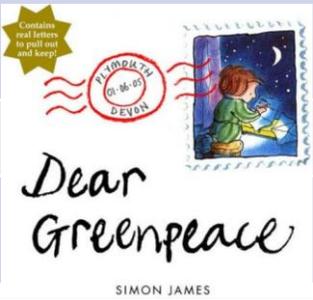


# Year 3 – Spring Term 2

English	Maths	Music
Draft and write by: in non-narrative material, using simple organisational devices	<b>Length and Perimeter</b>	Pentatonic melodies and composition
Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense	Equivalent lengths (centimetres and millimetres)	<b>PE</b>
	Measure perimeter	Perform dances using a range of movement patterns.
Draft and write by: organising paragraphs around a theme	<b>Fractions</b>	<b>Computing – Programming</b>
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Understand the denominators of unit fractions	Events and actions – programming movement using Scratch.
Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Compare and order non-unit fractions	<b>RE</b>
	Equivalent fractions on a number line	How might your worldview lead you to do hard things for good reasons?
Increase the legibility, consistency and quality of their handwriting	<b>Mass and Capacity</b>	<b>PSHE</b>
	Measure mass in kilograms and grams	Health and Well Being
	<b>Art (Antarctica)</b>	<b>MFL</b>
	Drawing in the style of David McEown using charcoal or graphite including a reflection	Je peux... I Am Able...

# Year 3 – Spring Term 2

## Science: Light

### Main scientific skill taught in this topic

Identifying differences, similarities or changes related to simple scientific ideas and processes

### Objectives

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

### Our scientific question is:

Does a plant need water to grow?

## Geography (Who Lives in Antarctica?)

Describe lines of latitude and longitude, giving an example.

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

Define climate zones, giving an example.

Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains.

Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there.

Describe the equipment and clothing researchers use in Antarctica.

State the outcome of Shackleton's expedition.

Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them.

Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map.

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

Draw a map of the route taken on an expedition.

State one thing that went well on the expedition and one aspect that did not go as hoped.