

Year 3 – The Iron Man – Spring 2

Literacy - writing

Third Person Narrative (Animal Stories)

- Identify and internalise the structure of a model third-person animal story using imitation strategies (story maps, oral retelling, actions)
- Use descriptive language to create character, setting and action, including expanded noun phrases and precise verbs
- Write in clear, consistent third-person past tense
- Organise writing into logical paragraphs following a clear story pattern (opening, build-up, problem, resolution)
- Apply dialogue correctly using inverted commas and speech punctuation to reveal character and advance the plot
- Edit and improve their writing for vocabulary choices, punctuation and coherence

Non-Chronological Reports

- Understand the purpose and structure of a non-chronological report through model-text imitation and shared discussion
- Group related information into well-structured paragraphs with clear subheadings
- Use appropriate technical vocabulary related to animals, habitats or topic themes
- Write factual sentences using present tense, generalisers, and a formal tone
- Create effective introductions and conclusions to provide clarity for the reader
- Use organisational and layout features such as headings, captions, bullet points and diagrams
- Edit reports to ensure accuracy, clarity and correct use of punctuation (including commas in lists and apostrophes for possession)

Literacy – Read aloud

Sam Wu Is Not Afraid of the Dark

Maths

Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 times tables
- Use efficient strategies to multiply and divide using arrays, equal groups and number-line methods
- Recognise the relationship between multiplication and division and use it to solve problems
- Apply known facts to scale numbers, doubling and halving with increasing fluency
- Solve one-step problems using multiplication and division, choosing appropriate methods

Length and Perimeter

- Measure length in metres, centimetres and millimetres using standard equipment accurately
- Compare, order and estimate lengths
- Add and subtract lengths using written and mental strategies
- Understand perimeter as the distance around a shape and calculate the perimeter of simple polygons
- Draw shapes with given measurements and explain how perimeter changes

Fractions

- Identify and represent unit and non-unit fractions of shapes and quantities
- Recognise, find and write fractions of a set of objects
- Compare and order fractions with the same denominator
- Count up and down in tenths and describe how tenths arise from dividing an object or number into ten equal parts
- Add and subtract simple fractions with the same denominator

Mass and Capacity

- Measure, compare and record mass in kilograms and grams
- Measure, compare and record capacity in litres and millilitres
- Estimate mass and capacity with increasing accuracy

- Read aloud with increasing fluency, expression and attention to punctuation, showing understanding of character viewpoint and mood
- Use inference skills to interpret characters' feelings, motivations and reactions, drawing on evidence from the text
- Discuss how humour, tension and narrative voice are created through word choices and sentence patterns
- Make predictions and justify them using prior events in the story
- Participate in focused partner talk, retelling key scenes using clear, confident spoken language

My Shadow

- Read the poem aloud with controlled pace, rhythm and intonation appropriate to the meaning
- Identify patterns in language, rhyme and imagery, explaining how they contribute to the poem's effect
- Explore vocabulary choices, including figurative language, and discuss their impact
- Compare the poem's ideas with their own experiences, engaging in structured talk to deepen comprehension
- Recite selected lines or the whole poem from memory with clear articulation and expression

Guided Reading

Counties and Regions of the UK

- Retrieve key facts about counties, regions and geographical features of the UK
- Identify how information is organised in a non-fiction text, including headings, paragraphs and labelled sections
- Use skimming and scanning to locate vocabulary and factual details efficiently
- Explain unfamiliar words using context cues, word meaning and glossary features
- Summarise the main ideas from a section of text in clear, concise sentences

- Use addition and subtraction to solve real-life problems involving mass and capacity
- Interpret simple scales accurately when measuring

<u>On the Day of the Dead/Last Leaf</u> ▪ Infer characters' thoughts and feelings using evidence from poetic language and imagery ▪ Discuss how the poet creates mood, atmosphere and meaning through vocabulary and structure ▪ Identify key themes, emotions and messages within the poems ▪ Compare the two poems, explaining similarities and differences using specific examples ▪ Read poems aloud with appropriate phrasing, expression and attention to rhythm <u>Arabian Peninsula / Yutaka Peninsula</u> ▪ Extract and compare key information from non-fiction texts about contrasting world regions ▪ Identify authorial choices such as organisational features, diagrams and technical vocabulary ▪ Explain geographical terms using clues from the text ▪ Draw conclusions about similarities and differences between the two peninsulas using evidence ▪ Answer multi-step questions that require combining details from different paragraphs <u>Jupiter-King of the Gods</u> ▪ Identify features of a myth and recognise key characters, settings and events ▪ Use inference to explore characters' motives, relationships and personality traits ▪ Predict what might happen next using evidence from the text and knowledge of myth structure ▪ Explain how language is used to build tension, drama and power ▪ Sequence key events and summarise parts of the story accurately		<u>Science</u> <u>Rocks and Fossils</u> ▪ Compare and group different kinds of rocks based on their appearance and simple physical properties ▪ Describe how sedimentary, igneous and metamorphic rocks are formed, using models and vocabulary from The Street Beneath My Feet to support understanding ▪ Understand how fossils are formed when living things become trapped within layers of sedimentary rock ▪ Recognise that soils are made from rocks and organic matter and explore differences between soil types ▪ Carry out simple tests to investigate rock permeability, durability and texture, recording observations accurately ▪ Use scientific enquiry skills to classify rocks, explain findings, and present conclusions using clear scientific language ▪ Make links between geological processes in the book and the real world, explaining how the Earth's layers change over time	
<u>History</u> <u>Ancient Britain-Stonehenge</u>	<u>Computing</u> <u>E-mail</u>	<u>Physical Education</u> <u>Tag and target</u>	<u>Religious Education</u> <u>(Christianity-Jesus)</u>

- Place the Stone Age, Bronze Age and Iron Age on a chronological timeline and describe how life changed across these periods - Explain what Stonehenge is, identify its key features, and describe how historians and archaeologists think it may have been constructed - Use a range of historical sources (pictures, artefacts, written interpretations) to ask and answer questions about the past - Describe different theories about the purpose of Stonehenge, using historical vocabulary such as monument, prehistoric, ritual, and settlement - Compare aspects of prehistoric life (housing, tools, food, beliefs) with life today, identifying similarities and differences - Present findings in a clear, structured way-written, spoken, or through models or diagrams-showing understanding of how evidence helps us learn about Ancient Britain	- Understand what email is and identify its main features (recipient, subject, body, attachments) - Compose and send an email within a closed, safe environment (Purple Mash) - Open and reply to messages appropriately, demonstrating clear digital etiquette - Attach and download files safely - Recognise the importance of keeping personal information private when communicating online - Identify acceptable and unacceptable online behaviour and understand how to report concerns - Use built-in email tools to organise, read and manage messages - Explore how email can support collaboration, e.g. working together on shared tasks or sending information between classmates - Develop a basic understanding that email works using computer networks and the internet, supporting the curriculum aim to	- Develop and apply fundamental movement skills such as running, dodging, throwing and catching in creative game scenarios - Use simple tactics including evasion, spacing and timing to succeed in tag-based activities - Improve accuracy and control when sending and receiving objects in target games - Communicate and collaborate effectively with peers during group activities, demonstrating fairness and respect - Reflect on their performance, recognising improvements and identifying areas for development <u>Handball</u> - Use a broader range of skills including running, jumping, throwing and catching in combination during modified handball games - Apply basic attacking and defending principles such as finding space, marking, and intercepting - Work cooperatively within a team, understanding roles and supporting others through clear communication	<u>What does it mean to be a disciple of Jesus?</u> - Describe examples of people they admire or choose to follow, explaining why people need guidance or role models - Identify who Jesus' disciples were and describe ways Christians today try to follow Jesus' teachings - Recognise how Christian beliefs influence behaviour, such as showing kindness, forgiveness and service - Recall key stories that show what Jesus expected of his followers (e.g. helping others, putting others first) - Explain how Christians use Jesus' teachings to guide decision-making and moral choices - Reflect on qualities of a good leader or guide and consider how these relate to their own lives - Express their ideas about what commitment, courage and compassion look like in everyday life
--	---	---	--

	understand how networks enable digital communication	▪ Demonstrate control, accuracy, and technique when passing, receiving and shooting ▪ Recognise how their performance changes over time and identify ways to improve, building confidence and resilience	
<u>PSHE</u> <u>Keeping Myself Safe</u> ▪ Identify risky situations and explain ways to make them safer or avoid them entirely ▪ Describe some risks associated with cigarettes and alcohol, and explain why medicines must be used safely ▪ Understand the importance of keeping personal information private online and recognise that information seen online may not always be true ▪ Recognise feelings that can help them stay safe and identify trusted adults they can speak to when worried ▪ Use simple decision-making skills to consider risks and choose safe actions in everyday situations	<u>Music</u> <u>Latin Dance</u> ▪ Perform simple Latin dance rhythms (e.g. salsa, samba) using voice, body percussion or untuned instruments with increasing accuracy and control ▪ Listen with attention to detail to Latin musical styles and identify key features such as syncopated rhythms, call-and-response patterns and percussion-led textures ▪ Improvise short rhythmic patterns inspired by Latin dance styles, using inter-related musical dimensions such as tempo, dynamics and timbre ▪ Recognise how Latin dance music is structured (e.g. repeated rhythmic motifs, layered percussion) and describe how the style reflects cultural traditions	<u>MFL – French</u> <u>Introductions and questions</u> <u>Working together (Following instructions)</u> ▪ Listen attentively to simple French greetings and classroom instructions and show understanding by joining in and responding (e.g. “Bonjour”, “Comment ça va?”, “Écoutez”, “Répétez”) ▪ Engage in basic conversations, introducing themselves (name, age) and asking simple questions (e.g. “Comment tu t’appelles?”, “Ça va?”) ▪ Pronounce familiar vocabulary with growing accuracy using modelled phonics ▪ Follow simple spoken classroom instructions in French to support collaborative learning (e.g. “Travaillez ensemble”, “Écoutez votre partenaire”)	

	▪ Use simple visual notation (e.g. rhythmic symbols, grids) to record Latin-style rhythmic sequences	▪ Use familiar vocabulary to form simple sentences about themselves, supported by scaffolds and repetition ▪ Recognise French as a language spoken in different countries and begin to develop curiosity about French-speaking cultures	
--	--	---	--