

Year 3 – The Iron Man – Spring 2

Literacy - writing

Advanced Instructional Writing

- Write clear, logically ordered instructions using precise, technical vocabulary
- Use organisational features such as headings, numbered steps, and imperative verbs to guide the reader
- Apply grammatical conventions including adverbs of time (e.g. first, next) and prepositions to improve clarity

Performance Poetry

- Compose and perform poems, using rhythm, repetition and expressive language for effect
- Explore poems from different cultures, identifying language patterns and cultural references to inform their own writing
- Use voice, pace and intonation to enhance performance

First Person Narrative Description

- Write descriptive first-person narratives, conveying thoughts, feelings and viewpoints of the narrator
- Use expanded noun phrases, detail, and sensory language to create vivid settings and events
- Sequence ideas logically and use accurate punctuation to support meaning

Literacy – Read aloud

Operation Gadgetman

- Use phonics knowledge to decode increasingly complex vocabulary within Operation Gadgetman, reading aloud with developing accuracy and confidence
- Use intonation, tone and volume when reading aloud to convey meaning, particularly during dialogue or high-action moments in the text
- Demonstrate understanding of characters, plot and motivations by adjusting expression and pausing appropriately as they read

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

- Discuss themes, vocabulary and story events, building positive attitudes to reading and increasing familiarity with longer chapter texts
- Read selected excerpts from Operation Gadgetman to an audience (peers/class), projecting their voice clearly and demonstrating understanding of the text through performance

Guided Reading

King Midas and the Golden Touch/Boy Who Cried Wolf

- Identify key themes, conventions, and morals in well-known traditional tales
- Retrieve and summarise important events, explaining cause and effect within the narrative
- Draw simple inferences about characters' motives and feelings, justifying views with evidence
- Discuss how language choices create imagery or humour in fables and myths

Join Our Wicked Crew/Help Our Heroes

- Retrieve and record key facts from non-fiction texts, using headings and layout features to support understanding
- Identify the purpose of persuasive or informative writing and explain how language supports it
- Use dictionaries to clarify the meaning of new vocabulary encountered in context
- Ask and answer questions to deepen understanding of non-fiction content

A Voyage of Discovery

- Summarise main ideas from across a text, identifying how information is organised
- Explain technical vocabulary and explore how non-fiction texts present factual content clearly
- Make simple predictions about journeys, places, and discoveries based on text clues

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

- Participate in discussions, taking turns and listening to others' interpretations <u>Hansel and Gretel/Mable's Egyptian Adventure</u> - Recognise features of narrative structure (opening, build-up, problem, resolution) - Infer character traits and motivations using clues from dialogue and actions - Compare themes across traditional tales and adventure stories - Prepare selected passages to read aloud using tone, volume and intonation to show understanding			
<u>Design Technology</u> <u>Mechanical systems-levers and linkages</u> - Generate ideas for a product that uses levers and/or linkages to create movement - Use annotated sketches to explain how their design will work - Identify the user and purpose of their product - Select appropriate materials and tools to create a simple mechanical system - Construct a working lever or linkage mechanism with increasing accuracy - Follow a design plan, making adjustments where necessary - Test their product to see if it works as intended - Identify what works well and suggest improvements	<u>Computing</u> <u>Online Safety</u> - Explain how to stay safe when using the internet and online tools - Recognise personal information and understand why it should be protected - Identify appropriate and inappropriate online behaviour - Know who to talk to if something online makes them feel worried or unsafe <u>Simulations</u> - Understand that simulations are used to represent real-life situations - Explore how changing variables affects outcomes in a simulation - Use simulations to ask and answer simple questions - Explain what they have learned from using a simulation	<u>Physical Education</u> <u>Dance-Superheroes</u> - Perform a range of actions with control, balance and coordination - Create and link movements to express ideas and characters - Use changes in speed, level and direction to enhance a dance - Work collaboratively to create and perform a short dance sequence - Respond to feedback and suggest simple improvements <u>Striking and fielding-Cricket</u> - Strike a ball using a bat with increasing accuracy and control - Use basic throwing and catching skills when fielding - Understand and apply simple rules and tactics in a game situation - Work effectively as part of a team, showing fairness and respect - Evaluate their own and others' performance to improve skills	<u>Religious Education (Christianity-Church)</u> <u>What do Christians mean by Holy Spirit?</u> - Describe who Christians believe the Holy Spirit is - Identify key symbols associated with the Holy Spirit (e.g. dove, fire, wind) - Retell key Bible stories that show the work of the Holy Spirit, including Pentecost - Explain how belief in the Holy Spirit influences Christian worship and daily life - Make links between Christian beliefs and their own ideas about guidance and community - Understand key beliefs and teachings of Christianity - Explore how beliefs are expressed through worship and practice

▪ Evaluate their product against the design criteria and user needs ▪ Understand that levers and linkages are mechanical systems used to change movement ▪ Identify where levers and linkages are used in everyday products ▪ Use correct vocabulary (e.g. lever, pivot, linkage, movement, mechanism)			▪ Reflect on religious ideas and respond thoughtfully
<u>PSHE</u> <u>Rights and responsibilities</u> ▪ Identify their rights and responsibilities at school and in the community ▪ Explain why rules are needed and how they help keep people safe and happy ▪ Recognise how their actions and choices affect others ▪ Demonstrate respect, fairness and responsibility in different situations ▪ Know where to seek help if they feel their rights are not being respected ▪ Develop self-confidence and a sense of responsibility ▪ Understand how to make positive choices ▪ Show respect for themselves and others	<u>Music</u> <u>'March' from The Nutcracker</u> ▪ Listen and respond to a piece of music with increasing understanding ▪ Identify changes in tempo, dynamics and structure ▪ Perform simple rhythmic patterns in time with the music ▪ Use movement and instruments to represent the style and character of a march ▪ Describe the music using appropriate musical vocabulary <u>From a railway carriage</u> ▪ Explore how music can represent movement and imagery ▪ Identify repeated patterns and changes in pitch and rhythm ▪ Create and perform simple musical ideas inspired by a train journey	<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.	

▪ Contribute positively to class and school life	▪ Use dynamics and tempo to reflect speed and mood ▪ Share opinions about music using musical language	“Travaillez ensemble”, “Écoutez votre partenaire”) ▪ 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	
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