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| **MATHS**   * Introduce millimetres & build on understanding of cm and m. Understand 100 cm is equivalent to 1 m - convert between m and cm by partitioning. Understand 10 mm is equivalent to 1 cm - convert between cm and mm by partitioning. * Compare and order lengths in mm, cm and m- converting units as required * Introduce perimeter - what is perimeter and what it isn’t. Measure the perimeter of simple 2D shapes. Compare different 2D shapes which have the same perimeter. Use understanding of the properties of shape to calculate the perimeter of simple 2D shapes. Explore different methods for calculating perimeter of a shape. * Explore what a tenth is. Recognise that tenths arise from dividing one object into 10 equal parts. Represent tenths in different ways & use words & fractions to describe them. Count up and down in tenths. Explore what happens when counting past 10/10. Introduce tenths as decimals. * Compare fractions & decimals as words, in fraction form & as decimals. Learn that the number system extends to the right of the decimal point into the tenths column. * Find a unit fraction of an amount by dividing into equal groups. Use division to find fractions of larger quantities. Understand the denominator of the fraction tells us how many equal parts the whole has been divided into and that the numerator tells us how many parts of the whole there are. Use a number line to represent fractions beyond one whole. Count forwards and backwards in fractions. * Times tables and related division facts. | | | | **ENGLISH**   * Common exception words and weekly spelling lists. * Examine poems in Revolting Rhymes. How is Dahl’s version different? Clap out the meter – compare with other rhymes we know – can you guess the nursery rhyme from the metre alone? * Whole class write a fairy tale as a poem – add / change bits to make it funny or gory. Model finding rhyming words – if run out of real words make them up. * Write own ‘Revolting Rhyme’. Perform for the class. * Begin reading Flat Stanley. Discuss adventure stories - features. What do we know about FS so far? Good adventure? Hooked? * Revise and story map events so far. Characters? Setting? Predict what might happen next. * Begin planning the rest of the adventure for FS. Plan and write the rest of the adventure story for FS in Egypt. What did you predict might happen next? How will you make it interesting / exciting? * Easter poetry * Reading comprehension * Recap capital letters and full stops, exclamation marks, question marks, commas in lists * Look at literary devices used – similes, alliteration – identify word types * Look at the use of speech – inverted commas | | | |
| **GEOGRAPHY**  **Rivers**   * Journey of a river from source to the sea * River glossary * What happens to a river when it reaches the coast * The water cycle * Major rovers of the world – focus on the Nile | **COMPUTING**  **Algorithms**   * Know what an algorithm is, write, use and improve an algorithm * Scratch programming * Internet safety | | **YEAR 3**  **Kingfisher Class**  **RIVERS** | | **RE**  **What kind of world did Jesus want?**   * The 10 commandments * The Good Samaritan * The calling of the disciples and Christians today following Jesus * How Christians show love for all * Love in the bible and love in the world today | | **SCIENCE**  **Forces and Magnets**   * How do we measure forces? Explore Newtons using a forcemeter * Plan a forces and magnets investigation to show at the science fair – research what should happen and why * Gravity – parachute investigation |
| **MUSIC**  Charanga – The Dragon song  Folk melodies from around the world  Learn, play, improvise, perform | **PE**  Tag Rugby, Netball, Running | **FRENCH**  Numbers to 31, clothes, months, parts of the body, French story | | **PSHE**  **Thinking about others**  Worry monster  Identifying good and bad feelings, putting yourself in another’s shoes, empathy glasses, role play scenarios | | **ART/DT**  **Van Gogh**  The life of Vincent an Gogh  Explore ‘Starry Night over the Rhone’ – look at other river paintings  Broad, sweeping brush stroke techniques  Create own version of the painting | |