| Spring Term Year 3 Themes, subjects with National Curriculum objectives | |
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| **Theme: Moving Monsters** | **Theme: Stone Age Adventures** |
| **PHASE 1: Inspire and motivate** | **PHASE 1: Inspire and motivate** |
| Children to watch pixar film Monsters Inc to inspire and motivate the children to think about their own moving monster and what they want it to look like. | Walk around Ware – looking at features, types of roads, rivers, fields, high street, schools, church, industrial estates and housing |
| **PHASE 2: Learn Specifics** | **PHASE 2: Learn Specifics** |
| **Plays and Dialogues (English)**<br>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br>- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br>- Assessing the effectiveness of their own and others' writing and suggesting improvements<br>- In narratives, creating settings, characters and plot<br>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear<br>- Proof-read for spelling and punctuation errors | **Instructions (English)**<br>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br>- Assessing the effectiveness of their own and others' writing and suggesting improvements<br>- Proof-read for spelling and punctuation errors<br>- Identifying how language, structure, and presentation contribute to meaning |
| **Moving Monster (Design and Technology)**<br>- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | **Stone Age to Iron Age Britain/What was Ware like? (History)**<br>- Develop sense of chronology by using terms concerned with passing of time e.g. ancient, modern, and can show the past is divided into different periods of time<br>- Demonstrate factual knowledge and understanding of characteristic features of life and how it changed from the Stone Age to Bronze Age to Iron Age.<br>- Identify some of the different ways the past is represented and recognise that sometimes that there is no clear evidence that leads to different interpretations. |

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| | <ul><li>Ask and answer questions about the past by using sources in ways that go beyond simple observations;</li><li>Begin to communicate their learning, making appropriate use of dates and terms.</li></ul> |
| **Forces and Magnets (Science)**<br><ul><li>Asking relevant questions and using different types of scientific enquiries to answer them</li><li>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li><li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>Compare how things move on different surfaces</li><li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li></ul> | **Local Area Study (Geography)**<br><ul><li>Location knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li><li>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li><li>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>Geographical skills and fieldwork - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li></ul> |
| **Gymnastics (PE) – Methods of travelling (Moving like a monster)**<br><ul><li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li></ul> | **Dance (PE) – Stone Age dance**<br><ul><li>Perform dances using a range of movement patterns</li><li>Develop technique, control and balance</li></ul> |
| **Monster Mash (Music)**<br><ul><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li></ul> | |

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| - Improvise and compose music for a range of purposes using the inter-related dimensions of music<br>- Use and understand staff and other musical notations | |
| **PHASE 3: Apply and Share** | **PHASE 3: Apply and Share** |
| **Presentation to parents**<br>Children perform play scripts to parents | **St Mary's TV**<br>Through school life channel for children and parents to see photos and work in playground/main office |

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| **English Skills;**<br>- Reading<br>- Spoken language<br>- Spelling<br>- Handwriting<br>- Grammar and punctuation | **English Skills;**<br>- Reading<br>- Spoken language<br>- Spelling<br>- Handwriting<br>- Grammar and punctuation |
| **Mathematics**<br>- Number;  number and place value<br>- Number; addition and subtraction<br>- Number; fractions<br>- Geometry; properties of shapes<br>- Measurement<br>- Statistics | **Mathematics**<br>- Number; number and place value<br>- Number; addition and subtraction<br>- Number; multiplication and division<br>- Number; fractions<br>- Measurement |

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| **Home Sweet Home! – Plants and habitats for wildlife (Environmental Studies)**<br>- Compare our garden in different seasons and be able to give reasons for the differences.<br>- Plan and create order lists for plants would like to grow in the wildlife garden to attract a range of insects into the garden.<br>- Understand how to sow seeds and the conditions needed for the seeds to germinate and then grow successfully.<br>- Begin to recognise the difference between weeds and plants.<br>- Identify the problems caused by litter and share information with the school on how the problem can be reduced. |

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| **Hockey (PE)**<br>- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending<br>- Develop flexibility, strength, technique, control and balance | **Cricket (PE)**<br>- Use running, jumping, throwing and catching in isolation and in combination<br>- Play competitive games, modified where appropriate and apply basic principles suitable for striking and fielding |

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| - Compare their performances with previous ones and demonstrate improvement to achieve their personal best | - Develop flexibility, strength, technique, control and balance<br>- Compare their performances with previous ones and demonstrate improvement to achieve their personal best |
| **Islam (RE)**<br>- Begin to suggest meanings for some religious actions and symbols<br>- Describe how religious belief is expressed in different ways<br>- Recognise and describe some religious values in relation to matters of right and wrong and make links between these and their own values | **Islam (RE)**<br>- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary<br>- Describe some religious objects/places/people and practices<br>- Begin to be aware of similarities in religions<br>- Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meanings |
| **Coding (Computing)**<br>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts<br>- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output<br>- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | |
| **Spanish (MFL)**<br>- Listen attentively to spoken language and show understanding by joining in and responding<br>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases<br>- Appreciate stories, songs, poems and rhymes in the language | **Spanish (MFL)**<br>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help<br>- Describe people, places, things and actions orally and in writing<br>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |