

Y3-Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Writing Process	<i>Genre unpick, vocab, talk, reading, grammar</i>	<i>Grammar, plan</i>	<i>Write, editing/improving</i>	<i>Genre unpick, talk, vocab, grammar</i>	<i>Plan, write, edit/improve</i>	<i>Genre unpick, vocab, talk, grammar, plan, write, edit/improve</i>
Outcomes	Look at the features of a diary entry and descriptive writing Collect descriptive vocabulary Use a thesaurus to expand vocabulary	Use figurative language Use fronted adverbials Box up plan their writing	Write a recount in the form of a diary entry focussing on a setting description Edit and improve using WILFs and writing pencils	Look at the features of instructions Collect vocabulary Use adverbs and adverbial phrases Use conjunctions when, if, although	Box up plan for their writing Write instructions for how to make a smoothie Edit and improve using WILFs and writing pencils	Collect descriptive vocabulary Use figurative language Write a free verse poem about their favourite food based on the Magic Box poem Improve vocabulary (uplevel)
Texts/Types	Narrative (setting description)			Instructional text		Free verse poetry
Maths (White Rose)	Number: Fractions			Measure: Mass	Measure: Length	Measure: Length/Perimeter
Maths WALTS	Recognise, find and write fractions Recognise and show fractions	Recognise and use fractions Find equivalent fractions Compare and order fractions	Add and subtract fractions Count up and down in tenths Solve fraction problems	Measure mass Compare mass of objects Add and subtract units of mass Solve problems involving mass	Measure length Compare length of objects Add and subtract units of length Solve problems involving length	Understand perimeter and how to find it Measure perimeter Record perimeter Use repeated addition/multiplication to find perimeter of shapes
Guided Reading	Own planning- rotate weekly.	Own planning- rotate weekly.	Own planning- rotate weekly.	Own planning- rotate weekly.	Own planning- rotate weekly.	Own planning- rotate weekly.
Cornerstones Scrumdiddlyumptious	<u>History:</u> Explain how a significant figure of a period influenced change (James Lind)	<u>Geography:</u> Learn about fair trade	<u>Geography:</u> Research the journey of a cocoa bean from its country of origin to the supermarket shelves (use 8 points of a compass to describe location) (Use maps, atlases, globes and digital computer mapping)	<u>DT:</u> Investigate design features of familiar existing products (smoothies)	<u>DT:</u> Make and evaluate (self and peer) own individual smoothies	<u>Art:</u> Use line detail and draw a small bowl of fruit.
	<u>History:</u> Explain how a significant figure of a period influenced change (James Lind)		<u>Geography:</u> Match foods to their country of origin on a map of the world.	<u>DT:</u> Use an ICT package to create a labelled design of a smoothie	<u>Art:</u> Use a range of artistic vocabulary to compare artworks (Paul Cezanne and Van Gogh)	
	<u>Science:</u> plan an investigation (yeast)	<u>Science:</u> Investigate and record findings and make a conclusion (yeast)	<u>Science:</u> Identify the different food groups and design a healthy meal based on these food groups. Look at energy balance and where humans get their intake from and how they spend energy.	<u>Science:</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u>Art:</u> Use line to add surface detail to a drawing Practise in sketch books and add detail to an outline of an apple	
Important Dates/ Enrichment		<u>DT:</u> Cosmos trip (around the world buffet) Investigate design features of familiar existing products			Making smoothies	