Year 3 Imaginative Learning Project = Engage, Develop, Innovate, Express – Predator

English

Reading
- Use dictionaries to check the meaning of words that they have read.
- Read books that are structured in different ways and read for a range of purposes.
- Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Ask questions to improve their understanding of a text.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.
- Compose and rehearse sentences orally (including dialogue).
- In narratives, creating settings, characters and plot.
- In non-narrative material, use simple organisational devices.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- 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.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.
- Organise paragraphs around a theme.

Grammar
- Progressively build a varied and rich vocabulary and an increasing range of sentence structures.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Proof-read for spelling and punctuation errors.

Spoken language
- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on contributions of others.
- Select and use appropriate registers for effective communication.

Spelling
- Ending which sound like shun spelt –tion, -sion, -ssion, -cian invention, inflation, , confession, permission, admission expansion, extension, comprehension, tension musician

Art and Design
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay

Science
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Describe in simple terms how fossils are formed when things that have lived are trapped in rock.
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Investigate the way in which water is transported in plants.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Music – Charanga
- No music to take place in this topic.

Computing
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs.

Mathematics

Measurement – time
Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
Estimate and read time with increasing accuracy to the nearest minute.
Record and compare time in terms of seconds, minutes and hours.
Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
Know the number of seconds in a minute and the number of days in each month, year and leap year.
Compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry – properties of shape
Recognise angles as a property of shape or a description of a turn.
Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
Draw 2-D shapes and make 3-D shapes using modelling materials.
Recognise 3-D shapes in different orientations and describe them.

Measurement – mass and capacity
Measure, compare, add and subtract: lengths (m/cm/mm); **mass (kg/g); volume/capacity (l/ml).**

Design and Technology

- 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.

Physical Education – Real PE Unit 5 – Physical

- Balance
- Dynamic balance to agility
- Applying physical skills
- Perform a range of skills with some control and consistency
- Perform and repeat longer sequences
- Link actions together so they flow in running, jumping and throwing

History

- No history to take place in this topic.

PSHE & Religious Education (Surrey Agreed Syllabus)

- Mindfulness
- JIGSAW Unit 5 – Relationships
- RE day – How did the church begin?
- Values based curriculum and school ethos.

Modern Foreign Languages

- Animals/pets
- Giving someone's name
- Describing someone else
- Numbers 11 to 20

Geography

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.