

English

Reading - Key texts - Exploring *Macbeth*,

Developing pleasure and motivation to read. Word reading and comprehension skills through class texts and reading sessions

Phonic knowledge extended, blending and reading common sight words quickly. Re reading books to build up fluency and confidence. Discussing texts and drawing inferences. Choosing own texts and sustained reading for pleasure. Understanding the features of non-fiction information texts.

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Paragraphs/Punctuation - discussing ideas and recording.

Composing and rehearsing script sentences from *Macbeth* that contain rich vocabulary.

Script writing.

Non Fiction: Reports and explanation texts linked to topic. - Factual report writing.

Narrative: A story focussing on Shakespeare tales of treachery.

Spelling: daily spelling/hand writing to

Religious Education

(According to Warwickshire agreed syllabus)

Learning through thoughts, feelings and experiences about and from religions

- Key Question: Easter preparation
- What can we learn from other religions?
- Looking at Hinduism explore the ways in which religions name and describe the attributes of God and how stories and texts portray this
- Examine similarities and differences between these views, beginning to reflect on their own ideas about God and expressing these.

Art

Developing creativity using a variety of materials within the following contexts:

- Work from a variety of starting points and sources including music theme and visual images- *Macbeth*
- Use a variety of wet and dry materials such as clay and paper mache to support skills in collage and layers to create different interesting effects for *Macbeth* witches.

Macbeth- All Hail year 3 !
Term -Spring 1 2019
Year 3



Maths

Developing confidence and mental fluency with whole numbers, counting and place value. Using accurate mathematical vocabulary linked to shape and measures etc.

Addition and subtraction - Revision of using formal column methods

Multiplication- fluent recall of 2-11x tables.

Weekly mental games and practice, Multiplication using formal methods.

Division facts linked to times tables and begin formal recording. Division with remainders.

Measurement/Time - measure, compare and add and subtract length using m, cm & mm identifying digital and analogue displays.

Geometry - identifying different types of angles
Capacity - conversion addition and subtraction of, getting outside and using water to measure- link to evaporation/science.

Fractions- revision of.

Music

Tudor /Rhyme/theme tunes

Children explore themes, rhyme, and play and perform and solo or in groups using their voices combined with a musical instrument used with fluency and control.

Tudor Music

Exploring pitch and pentatonic melodies. Developing confidence in responding to pitch and keeping in time. To create own medieval tune.

Computing

Promoting logical, creative thinking linked to other curriculum areas including maths and science. Computer programming skills and digital literacy.

- Children will begin to find and correct programming errors and explore creative ways of improving them through logical thinking
- improving key board skills
- PowerPoint presentations of homework.
- using desktop publishing programmes to present work
- Continued to promote awareness of Internet safety, Apps and social media.

British Values and SMSC

A thread running through the curriculum, making thought provoking links:

- What does mutual respect look like?
- Equality -LGBTQ
- Charity and what it means to communities
- Negative thoughts and positive thinking.

Science- Light

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic areas of Light

Children will have shared what they already know about light.

Children will have sorted statements based on their knowledge of light.

They will know what a light source is and the difference between natural and artificial light sources.

Children will can discuss facts I have learnt about Light and Shadow

Children will know how to make shadows/ To be able to explain what happens to make a shadow.

To know if all objects block light.

To know what happens to shadows as the object changes position/ To describe investigations using scientific terms.

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

Games: country dancing

- Developing ball control: catching and batting.
- Practise scoring skills
- Changing direction and speed and improving awareness of other players and space.-Athletics
- Developing country dance actions with greater control and fluency and will explore and choose movements appropriate to the space .
- Creating and performing a whole dance with actions.

Super Start -create charcoal Witches poems.

Fabulous Finish- Designing and creating our own sugar figures for *Macbeth* characters.

PSHE

Relationships -

- Why set class Ground Rules ?and, the responsibilities that the children have towards others and the responsibilities others have towards them.
- Recognising our own worth and identify ourselves as individuals and how goal setting and making mistakes supports personal achievement.

Design and Technology

- Creating our own Shakespeare theatre using junk modelling and characters.
- Designing *Macbeth* costumes including the witches.
- Making sugar paste characters.
- *Macbeth* costumes design.

Spanish

Value speaking with confidence and fluency in Spanish with Mrs Beesley

- learning primarily through songs and games
- holiday vocabulary , down to the beach and around the french markets.
- Making friends - Colours and numbers.

