Year 3 Spring 1

This half term, we will be focusing on units based around Christianity, the Rainforest, Andy Goldsworthy, Rosie Revere and Magnets and Forces.

PE days this half term are Monday and Friday. The children should come to school wearing outside PE kits on These days. Homework can be uploaded to Dojo profiles each week and these will be shared with the class. Please remember to check Dojo on a regular basis for reminders, updates and photographs of the children and their learning.

Long Term Plan – Steps to Success

LO: Using Rosie Revere and Science experience in class as our main stimuluses (others will be used to supplement), I can demonstrate I can write for different purposes/audiences.

1	I can make inferences and demonstrate my understanding of different text types.
2	I can identify the features of the outcomes stated below and replicate these in my own writing.
3	I will focus on the following aspects of my writing as this emerged an area for improvement in previous written pieces: • Cohesion – can I use a variety of sentence types to aid the flow of the piece? • To increase range of sentence types to aid description, rather than telling a story. • To identify subordinating conjunctions and use subordinate clauses to add detail. • To indicate possession by using the possessive apostrophe with singular nouns and regular plurals.
4	I can produce the following outcomes from this unit: • A character description. • A persuasive advert • A letter
5	I can edit and up level my writing accordingly to make necessary improvements.

Holden Clough Community Primary School

Maths small steps

Step 1 Multiples of 10

Step 2 Related calculations

Step 3 Reasoning about multiplication

Step 4 Multiply a 2-digit number by a 1-digit number - no exchange

Step 5 Multiply a 2-digit number by a 1-digit number - with exchange

Step 6 Link multiplication and division

Step 7 Divide a 2-digit number by a 1-digit number - no exchange

Step 8 Divide a 2-digit number by a 1-digit number - flexible partitioning

Step 9 Divide a 2-digit number by a 1-digit number - with remainders

Step 10 Scaling

Step 11 How many ways?

End of block assessment (version B)

Step 1 Measure in metres and centimetres

Step 2 Measure in millimetres

Step 3 Measure in centimetres and millimetres

Step 4 Metres, centimetres and millimetres

Step 5 Equivalent lengths (metres and centimetres)

Step 6 Equivalent lengths (centimetres and millimetres)

Step 7 Compare lengths

Step 8 Add lengths

Step 9 Subtract lengths

Step 10 What is perimeter?

Step 11 Measure perimeter

Step 12 Calculate perimeter

End of block assessment (version B)

Multiplication and Division

Knowledge Organiser

Key Vocabulary

- times tables
- multiply by
- divide by
- array
- fact families
- regrouping

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

3 x Tables

1 × 3 = 3
2 × 3 = 6
3 × 3 = 9
4 × 3 = 12
5 × 3 = 15
6 × 3 = 18
7 × 3 = 21
8 × 3 = 24
9 × 3 = 27
10 × 3 = 30
11 × 3 = 33
12 × 3 = 36

3 ÷ 3 = 1
6 ÷ 3 = 2
9 ÷ 3 = 3
12 ÷ 3 = 4
15 ÷ 3 = 5
18 ÷ 3 = 6
21 ÷ 3 = 7
24 ÷ 3 = 8
27 ÷ 3 = 9
30 ÷ 3 = 10
33 ÷ 3 = 11
36 ÷ 3 = 12

4 x Tables

1 × 4 = 4
2 × 4 = 8
3 × 4 = 12
4 × 4 = 16
5 × 4 = 20
6 × 4 = 24
7 × 4 = 28
8 × 4 = 32
9 × 4 = 36
10 × 4 = 40
11 × 4 = 44
12 × 4 = 48

4 ÷ 4 = 1
8 ÷ 4 = 2
12 ÷ 4 = 3
16 ÷ 4 = 4
20 ÷ 4 = 5
24 ÷ 4 = 6
28 ÷ 4 = 7
32 ÷ 4 = 8
36 ÷ 4 = 9
40 ÷ 4 = 10
44 ÷ 4 = 11
48 ÷ 4 = 12

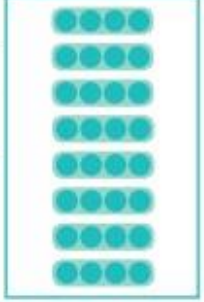
8 x Tables

1 × 8 = 8
2 × 8 = 16
3 × 8 = 24
4 × 8 = 32
5 × 8 = 40
6 × 8 = 48
7 × 8 = 56
8 × 8 = 64
9 × 8 = 72
10 × 8 = 80
11 × 8 = 88
12 × 8 = 96

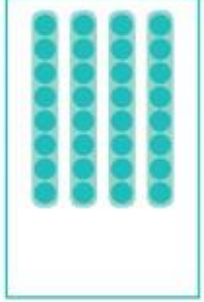
8 ÷ 8 = 1
16 ÷ 8 = 2
24 ÷ 8 = 3
32 ÷ 8 = 4
40 ÷ 8 = 5
48 ÷ 8 = 6
56 ÷ 8 = 7
64 ÷ 8 = 8
72 ÷ 8 = 9
80 ÷ 8 = 10
88 ÷ 8 = 11
96 ÷ 8 = 12

Write and Calculate Mathematical Statements

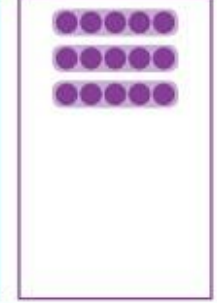
4 × 8 = 32
32 ÷ 8 = 4



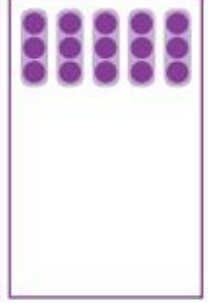
8 × 4 = 32
32 ÷ 4 = 8



5 × 3 = 15
15 ÷ 3 = 5



3 × 5 = 15
15 ÷ 5 = 3

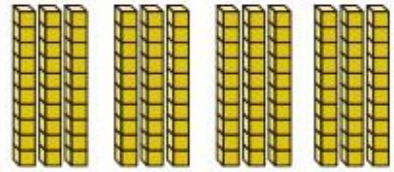


Related Calculations

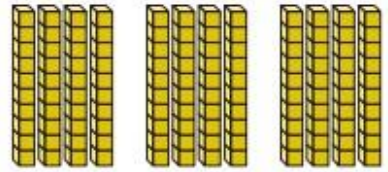
3 × 4 = 12

4 × 3 = 12

30 × 4 = 120



40 × 3 = 120



Multiplication and Division

Knowledge Organiser

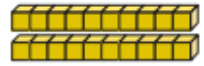
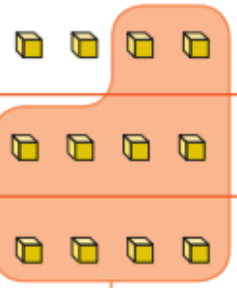
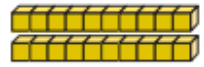
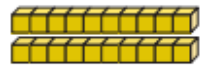
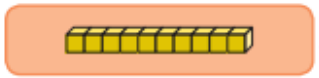
Written Multiplication Methods - No Regrouping

Tens	Ones
	
	
	

23 × 3 = 69

	T	O
	2	3
×		3
	6	9

Written Multiplication Methods - With Regrouping

Tens	Ones
	
	
	
	
	

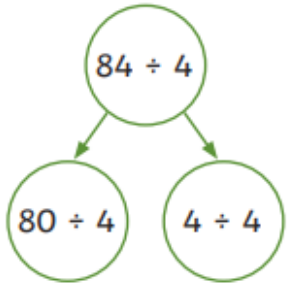
24 × 4 = 96

	T	O
	2	4
×		4
	9	6
	1	

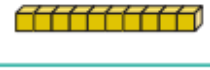
Written Division Methods - No Regrouping

Tens	Ones
	
	
	
	

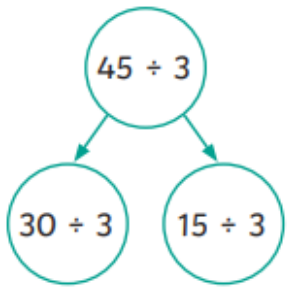
	2	1
4	8	4



Written Division Methods - With Regrouping

Tens	Ones
	
	
	
	

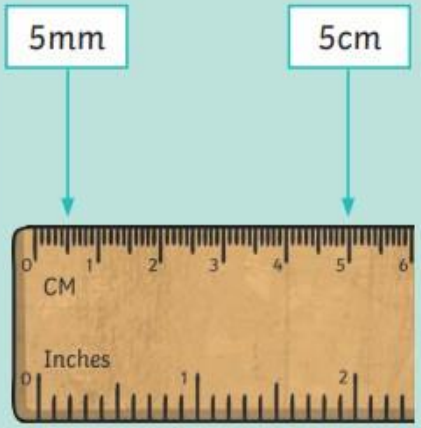
	1	5
3	4	15



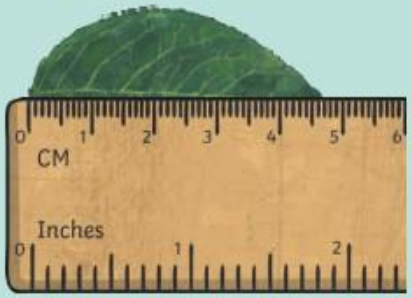
Key Vocabulary

metre (m)
centimetre (cm)
millimetre (mm)
height
length
width
perimeter
further/furthest
higher/highest
longer/longest
shorter/shortest
taller/tallest

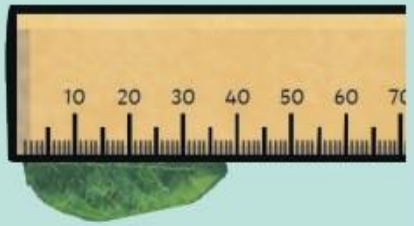
Measure Length



10mm = 1cm



4cm 6mm

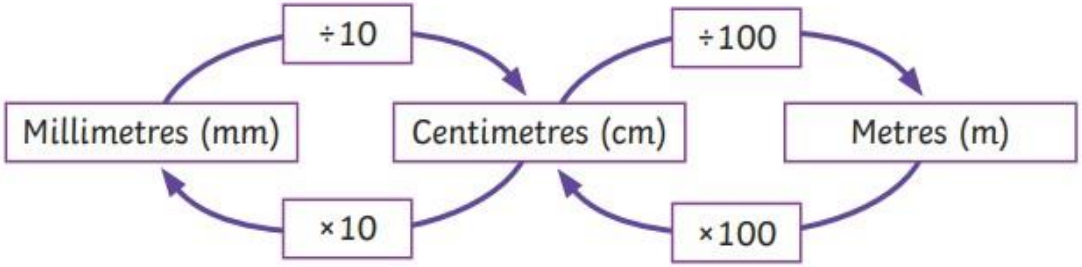


38mm

Equivalent Length

100 centimetres = 1 metre

10 millimetres = 1 centimetre



317cm	
300cm	17cm
3m	17cm
3m 17cm	

Compare Lengths

6mm < 6cm
6cm = 60mm
6mm is shorter than 6cm

320cm > 2m 60cm
320cm > 200cm + 60cm
320cm is longer than 2m 60cm

98mm < 12cm 3mm
98mm < 120mm + 3mm
98mm is shorter than 12cm 3mm

Add and Subtract Lengths

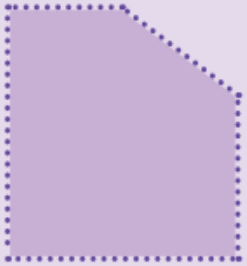
14cm + 19cm = 33cm
8cm 2mm + 16mm =
98mm or 9cm 8mm

?	
8cm 2mm	16mm
82mm	16mm

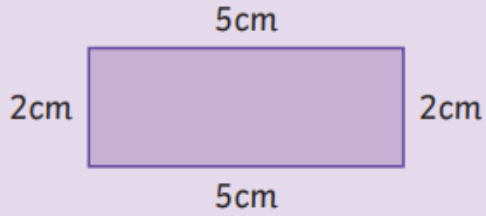
6m – 2m 28cm
6m – 2m = 4m
4m – 28cm = 3m 72cm

6m	
2m 28cm	?

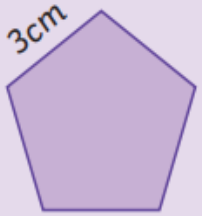
Perimeter



..... = perimeter



5cm + 2cm + 5cm + 2cm = 14cm



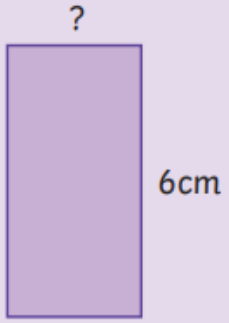
3cm + 3cm + 3cm + 3cm
3cm = 15cm

perimeter = 20cm

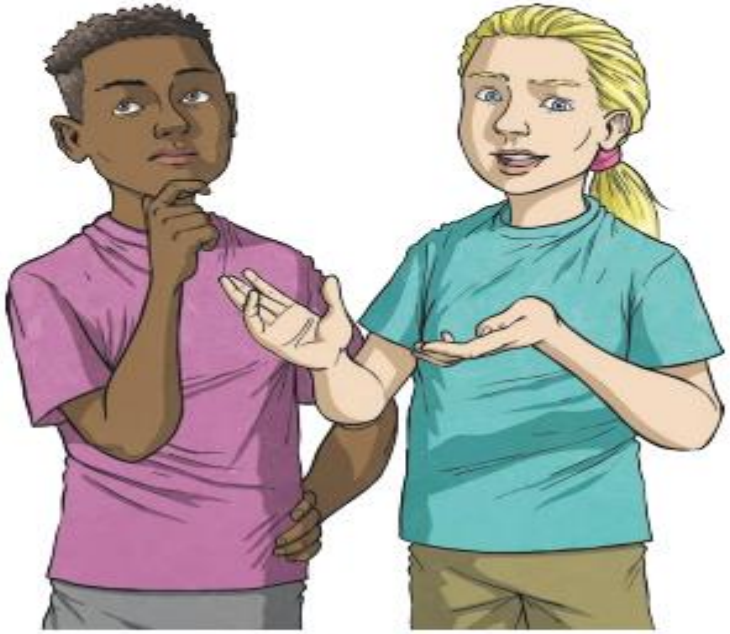
6cm + 6cm = 12cm

20cm – 12cm = 8cm

8cm ÷ 2 = 4cm



Key Vocabulary	
forces	Pushes or pulls.
friction	A force that acts between two surfaces or objects that are moving, or trying to move, across each other.
surface	The top layer of something.



To look at all the planning resources linked to the Forces and Magnets unit, click here.

Key Knowledge

Different surfaces create different amounts of friction. The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them.

The driving force pushes the bicycle, making it move.

Friction pushes on the bicycle, slowing it down.

Pushes

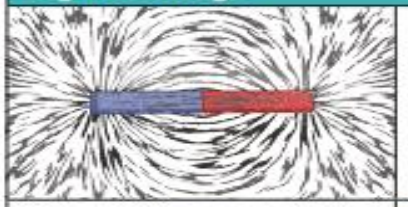
Pulls

Forces will change the motion of an object.
They will either make it start to move, speed up, slow it down or even make it stop.

Key Vocabulary

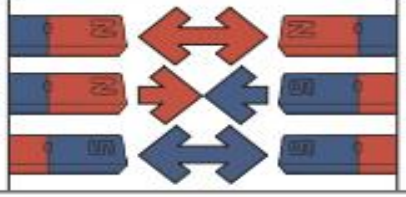
magnet	An object which produces a magnetic force that pulls certain objects towards it.
magnetic	Objects which are attracted to a magnet are magnetic. Objects containing iron, nickel or cobalt metals are magnetic.
magnetic field	The area around a magnet where there is a magnetic force which will pull magnetic objects towards the magnet.
poles	North and south poles are found at different ends of a magnet.
repel	Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet, the two poles repel (push away from each other).
attract	Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet, the two poles attract (pull together).

Key Knowledge



Like poles repel.
Opposite poles attract.

A magnetic field is invisible. You can see the magnetic field here though. This is what happens when iron filings are placed on top of a piece of paper with a magnet underneath.



The needle in a compass is a magnet. A compass always points north-south on Earth.

Magnetic ✓

These objects contain iron, nickel or cobalt. Not all metals are magnetic.

Non-magnetic ✗

These objects do not contain iron, nickel or cobalt.

RE - Christianity

Now you have explored areas of your own religion, we will be looking at Christianity as a whole.

1. Make your own stain glass window based on a local place of worship.

2. Make a comic strip about something you are thankful for. Your own story!

3. Create a set of 5 rules that everyone should follow in order to be a good person.

English – Rosie Revere

Think about all of the amazing things that have been invented throughout history. Which invention do you think has been the most important and why? Create a poster, paragraph or video to explain your thinking.

Challenge: can you think of any inventions that you think haven't had a good impact on the world? Explain.

Create your own invention and write a description about what it is used for and why the world needs it.

Year 3 Spring 1 homework.

Please complete one task per week.

Science 2:

Explore your house and predict which objects are magnetic and which are not: create a list of possible magnetic and non-magnetic objects found.
Use this video to help you:
https://www.youtube.com/watch?v=yXCeuSiTOug

Research any scientist and share at least 5 facts about your chosen scientist.

The following website may be useful:

https://www.ducksters.com/biography/scientists/scientists_and_inventors.php

Geography – Rainforests

Research a rainforest animal and create a fact file/poster about them.
Learn the layers of the rainforest – draw and annotate the different features you find on each.
Focus on map work, what are the different biomes?

Art – Natural materials

Go outside and explore your local surrounding areas. See what natural materials you can find.

Design and make a sculpture or piece of art work from your findings (based on Andy Goldsworthy).

Maths, English and spelling tasks will be set weekly via Spelling Shed and Century.