



# New City Primary School

Please send completed work to: [year3@newcity.boleyntrust.org](mailto:year3@newcity.boleyntrust.org)

Year 3	Monday	Tuesday	Wednesday	Thursday	Friday
08:50 - 9:15	Independent Reading	Handwriting	Independent Reading	Handwriting	Independent reading
9:15 - 10:30	English- Reading	English - Short Write	English - Long Write	English - Edit and improve	English - Comprehension
Learning Objective/ Component: Text: <b>National Geographic:</b> <b>Alligators and Crocodiles</b>	LO: To assess the features of poetry	LO: To plan a free verse poem	LO: To write a free verse poem	LO: To edit and make changes to a piece of writing to improve it	LO: To make inferences supported by evidence
Success Criteria:	<p>I can name key features within a poem</p> <p>I can identify the key features within a poem</p> <p>I can answer questions based upon my understanding of the poem</p>	<p>I know what a free verse poem is.</p> <p>I can identify the key features of a poem.</p> <p>I apply key features of a free verse poem in my poem.</p>	<p>I know what a free verse poem is.</p> <p>I know the features of a free verse poem</p> <p>I can organise ideas into a free verse poem using stanzas.</p>	<p>I can identify the basic needs for a body of writing (punctuation)</p> <p>I can identify the essential features of a non fiction text</p> <p>I can use my knowledge of the above two points to rewrite and improve my information text</p>	<p>I know what inference means</p> <p>I can make some comments that include quotations</p> <p>I can make inferences (like best guesses) based on evidence from different viewpoints</p>
Education for Change - Social justice/ Anti-racism:					
Break Time					
10:15 - 11:45	Maths	Maths	Maths	Maths	Maths
Learning Objective/ Component:	To identify right angles within 2D shapes	I can identify right and acute angles	I can identify angles and work out if they are greater than or less than a right angle	To identify parallel and perpendicular lines.	To identify right angles within a turn
Success Criteria:	<p>I know that angles are measured in degrees</p> <p>I know that a right angle is 90 degrees</p> <p>I can identify right angles within a 2D shape</p>	<p>I know that a right angle is 90 degrees</p> <p>I know that an acute angle is smaller than a right angle</p> <p>I can identify right and acute angles</p>	<p>I know that a right angle is 90 degrees</p> <p>I know that an obtuse angle is bigger than a right angle</p> <p>I know that an acute angle is smaller than a right angle</p>	<p>I can identify parallel lines and draw arrows to mark them.</p> <p>I can identify perpendicular lines and draw right angles to mark them.</p> <p>I can spot pairs of parallel and perpendicular lines in shapes.</p>	<p>I can identify right angles within a turn</p> <p>I can say whether a turn is clockwise or anti clockwise (left and right)</p> <p>I can identify how many right angles are within a turn</p>



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11:45 – 12:30	Computing	Geography	PSHE	DT	R.E
<b>Learning Objective/ Component:</b>	To create a program to move a sprite in four directions	To locate North America on a map and identify some of the countries.	To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.	To <b>design</b> my own origami plant.	To understand what the story of Lent teaches Christians
<b>Success Criteria:</b>	I can choose a character for my project I can choose a suitable size for a character in a maze I can program movement	I can locate America on a map. I can identify countries in North America. I can research key facts.	I know what viruses and bacteria are. I can identify how bacteria and viruses are spread. I can identify how to prevent them from being spread.	I understand that there are different ways to create an origami plant  I can use my research of different types of origami plants to design my own  I can discuss and follow design criteria	I understand what Lent is. I understand why the teachings of Lent are significant to Christians. I can relate this to other religion
<b>Education for Change - Social justice/ Anti-racism:</b>	Giving all children access to technology				
<b>Lunch Time</b>					
1:30 – 2:2.35	Science	Art	P.E	Mandarin	Music
<b>Learning Objective/ Component:</b>	To investigate the way in which water is transported in flowering plants.	To design a self portrait in the style of Modigliani	To perform dances with an awareness of rhythmic and expressive qualities, with a partner and in a group.	To say the names of each place.	To interpret a graphic score using my ukulele
<b>Success Criteria:</b>	I can understand how water is transported around plants  I can explain how water is transported around the plant. I can carry out an investigation to show water transportation.	I can comment on an artwork  I can borrow ideas from other artworks  I can use my own ideas	Work in a group using choreography, e.g. unison, mirroring, copying, canon.  Link actions to make dance phrases, working with a partner and in a small group.  Use different compositional ideas to create motifs incorporating unison.	I can know the names of different places in a city. I can match the characters with English and Pinyin. I know how to ask the location in Mandarin.	I know how to strum, pluck and do a slide on my ukulele.  I can discuss how a graphic score can be interpreted on my instrument.  I can perform the graphic score as a class.
<b>Education for Change - Social justice/ Anti-racism:</b>					



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2:35 - 2:45

Story Time