

English: Story as a theme and poetry.

Over the next 3 weeks, we will be looking at a favourite story of mine, Stig of the Dump. We will be reading the book together as a class, completing fun, engaging activities such as taking on the role of the main character, Barney and exploring his thoughts and feelings through role play and writing a diary entry about the day he met the Stig. We will then move onto exploring the story further, enabling us to write our own narrative based on the Stig of the Dump at the end of the 3 weeks.

Towards the end of the term we will complete a smaller unit following the same structure of reading and analysing texts, to planning and writing our own based on what we have read. In addition to reading our class book pupils will complete daily Guided Reading groups with myself together with weekly 1:1 reading with Mrs Kennedy.

To support your child, please can you listen to them read each night for a minimum of 10 minutes and sign their Reading Record.

Science: Rocks

This term in science we will be comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties; describing how fossils are formed when things that have lived are trapped within rock and recognising that soils are made from rocks and organic matter.

Pupils will work scientifically by: observing rocks and exploring how and why they might have changed over time. Using a hand lens to help them to identify and classify rocks according to whether they have grains or crystals and whether they have fossils in them. Pupils will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. We will also explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.

RE: Sikhism

Our unit this term is Sikhism. We will consider the importance of commitment within Sikhism and how it may be expressed within the religion and also explore why Gurus are important to Sikhs.

French: Mon Corps

This term in French we will be extending our vocabulary by learning all about mon corps (my body).

We will learn how to say body parts such as head, arms, legs and eyes in French moving on to adjectives to describe our appearance (tall, short, long) and character (shy, loud, happy).

PHSE: Keeping Safe

During this half term, children will be developing their understanding of the meaning of 'danger' and 'risk'. They will suggest strategies for keeping safe, managing risks and understanding how to stay safe online.

Maths: Multiplication and division, length, mass and volume.

We have a very busy term ahead in maths! During the first week we will be completing our Multiplication and Division unit, applying what we have learnt to help us solve word problems.

Following this we will move onto measurement, looking at length in metres and centimetres before moving on to kilometres. Pupils will learn to measure different items using centimetres, metres and kilometres. They will also be able to convert different units of measurement as well as compare different lengths.

Computing - Programming A: Sequence Sounds

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

Art:

In our unit on prehistoric paintings we will:

Recognise the processes involved in creating prehistoric art.

Explain approximately how many years ago prehistoric art was produced.

Use simple shapes to build initial sketches.

Create a large scale copy of a small sketch.

Use charcoal to recreate the style of cave artists.

Demonstrate good understanding of colour mixing with natural pigments.

Discuss the differences between prehistoric and modern paint.

Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.

Geography

In our unit on: Who lives in Antarctica? we will:

Describe what lines of latitude and longitude are, giving an example.

Understand that the Northern and Southern Hemispheres experience seasons at different times.

Define what climate zones are.

Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.

Describe Antarctica's location in the far south of the globe.

State that tourism and research are the two main reasons people visit Antarctica.

Describe equipment researchers might use and clothes they wear.

List some of the research carried out in Antarctica.

State the outcome of Shackleton's expedition.

Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.

Describe a similarity and difference between life in the UK and life in Antarctica.

Confidently use the zoom function on a digital map.

Begin to recall the eight points of a compass, following at least four of them.

Recognise and describe features on their school grounds from an aerial map.

Draw a map of the route they take on an expedition.

State one thing that went well on the expedition and one aspect that did not go as hoped.

Year 3 - Spring 1

P.E and Games: Monday and Friday

Spellings: Given out on a Monday (test on Friday).

Homework: Given out on a Friday (due in on Monday).

Reading: Please try to read each night.

To help your child please encourage them to spend some time on **TTRS** and **Reading Plus** throughout the week.

P.E and Games: Dance and Rugby

Pupils will have two lessons a week.

On a Monday morning we will be completing a dance unit linked to our science unit called Rock and Roll.

On a Friday afternoon we will be continuing with our Rugby unit.

Please ensure that your child has the correct P.E kit for both sessions.

Music: Glockenspiel

All learning this term is focused around one song: Three Little Birds. The unit presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.