



# YEAR 3 – Spring 1

## English – Reading

Reading is an invaluable part of your child's education and is key to learning in all subjects across the curriculum. We aim to develop our children into confident and fluent readers, and to broaden their vocabulary, by exposing them to a rich diet of high-quality texts from a range of different genres. Children will read a wide range of fiction, non-fiction and poetry texts from a variety of authors, linked to curriculum topics and wider themes.

This term's class texts are: The Firework Makers Daughter, Escape from Pompeii and Rocks and Fossils.

## English – Writing

Narrative: Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.

Explanation: Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.

Poetry: Use words and phrases to write a list poem

## Mathematics

Further multiplication and division: This chapter covers multiplying by a 2-digit number. The first few lessons look at decomposing a number into tens and ones so that the multiplication is easily managed and pupils can see the concept using Base 10 blocks. Lessons move onto multiplying where regrouping is necessary before pupils start to look at division.

Decomposing numbers is critical in making both multiplication and division manageable for pupils and this is practised throughout the chapter. Once pupils master multiplication and division, they focus on





solving problems using the multiplication and division methods dealt with in previous lessons.

**Length:** This chapter looks 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. The chapter ends with five lessons on problem solving involving length, in which pupils use their mental and procedural skills to solve problems with the aid of the bar model method for visualisation.

### **Science**

**Rocks:** Children will start this unit of work by building on their enquiry skills of classification, which they started to develop in the previous unit of work. After that, they will have an opportunity to work as a class to carry out a simple fair test enquiry looking at different soil types. Once children have a solid understanding of rocks and soils, they will then look at how they help in the formation of fossils. The focus here will be research but children will create model fossils and work like an archaeologist to dig up fossils in order to solidify this knowledge. At the end of this unit, children will look into the work of a famous scientist, Mary Anning, and find out what scientists understood about fossils before Mary Anning, what she did and think about what they would do next.

### **Religious Education (R.E.)**

**Christianity:** Lent – pupils learn about the significance of pancakes; Ash Wednesday; the 40 days of Lent; switch off, switch on, exploring distractions; the end of Lent; and exploring prayer.

### **Personal, Social, Health and Economic Education (P.S.H.E.)**

**Dreams and Goals:** The Dreams and Goal Puzzle lends itself to developing children's entrepreneurial skills to help them:

- work with money to aid their understanding of financial capability;





- generate money that could be used to support others less fortunate;
- develop age-appropriate skills to support them in their future workplace.

### **Geography**

Rocks, Relics and Rumbles: This project teaches children about the features and characteristics of Earth's layers, including a detailed exploration of volcanic, tectonic and seismic activity.

### **Design and Technology:**

Making it Move: This project teaches children about cam mechanisms. They experiment with different shaped cams before designing, making and evaluating a child's automaton toy.

### **Computing**

Project Evolve: Managing Online Information and Health, Wellbeing and Lifestyle (Safer Internet Day)

Teach Computing: Sequencing sounds – children learn about programming and design and development.

### **Music**

Meadowdale Brass: Pupils learn how to play brass instruments from a qualified music professional.

### **Physical Education (P.E.)**

Gymnastics: In this unit pupils develop balancing, rolling and jumping. They use these skills individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.





Yoga: Pupils discover how yoga can help them to develop balance, strength and flexibility. Pupils learn and explore yoga poses that will challenge each of these and work independently and with others to create their own yoga flows with consideration to how the poses are sequenced

### **Modern Foreign Language (MFL) – Spanish**

Animals I like and don't like: Children will learn to remember and say animal nouns. They will learn to write a simple sentence about a favourite animal and recognise a noun in a sentence. They will also continue to speak confidently (words and phrases), imitate pronunciation, ask a question accurately, listen attentively, use actions to aid memory and make links with English and home languages. They will practise these skills with a friend.

