

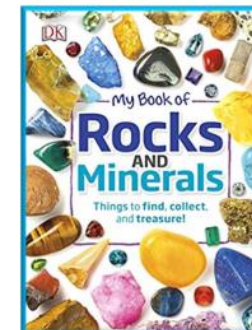
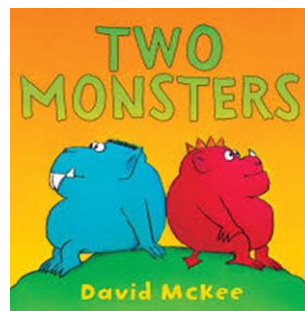


YEAR 3 / SPRING 1

Why are they called the Bronze and Iron ages?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

KEY TEXTS





ACADEMIC EXCELLENCE	<p>We will help</p> <ul style="list-style-type: none"> ✓ Children to be able to explain what they are learning and what they need to do next to improve. ✓ Children to work independently until tasks are completed to the best of their ability. ✓ Children can articulate how they have progressed from their starting points and see progress as a long term aim ✓ Children have an intrinsic motivation to do well. They recognise and value competition with oneself as a means of achieving the highest success.
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Offer a range of sporting opportunities. ✓ Provide opportunities for children to learn to play an instrument. ✓ Children manage their emotions, and build and maintain strong relationships. ✓ Children work towards goals independently and show perseverance.

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop the understanding of the 5Rs, with a particular focus on resourcefulness in the Spring Term. ✓ Continue to work towards our L2L awards. ✓ Encourage children to ask questions to help understand things. ✓ Encourage children to attempt more than one approach when tackling a problem.
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Deliver assemblies linked to school aims. ✓ Children take responsibility for their actions. ✓ Children appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. ✓ Children recognise that their behaviours affect others – positively and negatively ✓ No Outsiders – to find a solution to a problem



ENGLISH	READING	<p>We will:</p> <ul style="list-style-type: none"> ✓ Read a range of fiction and non-fiction ✓ Increase familiarity with a wide range of books and oral retelling ✓ Draw inferences and make predictions ✓ Retrieve and record information from non-fiction books ✓ Summarise the main idea of a paragraph ✓ Asking questions to improve their understanding 	MATHS	<p>✓ We will:</p> <ul style="list-style-type: none"> ✓ Multiplying 2 digit numbers and with regrouping ✓ Dividing by 3,4 and 8 ✓ Solving word problems. <ul style="list-style-type: none"> ✓ Learn to measure different items using centimetres, metres and kilometres. ✓ Convert different units of measurement as well as compare different lengths. ✓ Measure mass using scales. ✓ Reading weighing scales that have different values for each marking. ✓ Attempt basic word problems involving measures. ✓ Measure volume using millilitres and litres. ✓ Solve questions on volume and capacity. <ul style="list-style-type: none"> ✓ Continue to review key maths skills of addition, subtraction, multiplication and division.
	WRITING	<p>We will:</p> <ul style="list-style-type: none"> ✓ Use diagonal and horizontal stokes to join letters. ✓ Know which letters to join and which to leave un-joined, increasing legibility, consistency and quality ✓ Use the present perfect form of verbs ✓ Fronted adverbials and adverbs ✓ Use a rich and varied vocabulary ✓ Single clause sentences ✓ Write sentences with more than one clause using a variety of conjunctions. before, after, while, so, because , although ✓ Plan to write using the text- The iron Man-Approach threat 		
	SPELLING / PHONICS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Develop strategies for learning words: Words from statutory and personal spelling lists ✓ Revise Year 2 suffixes –ness and –ful ✓ Prefixes ‘sub’ and’ tele’ ✓ Contraction apostrophes ✓ Words with s sound spelt ‘ch’(moslty French origin)as well as s,’ss’(ion/ure) ✓ Teach suffixes –less and ly 		
	SPOKEN LANGUAGE	<p>We will:</p> <ul style="list-style-type: none"> ✓ Give structured descriptions. ✓ Participate actively in conversations. ✓ Consider & evaluate different viewpoints. ✓ Engage in P4C discussions and L2L discussions ✓ Use questions to develop knowledge. 		



SCIENCE	<p>Chemistry</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p>Changes in our world through the year. Keep a diary of trees in school for Spring</p> <p>Working scientifically Grouping and classifying Asking relevant questions and using different types of scientific enquiries to answer them Carrying out comparative and fair tests</p>	COMPUTING	<p>Internet Safety</p> <p>To know what makes a safe password. To learn methods for keeping passwords safe. To understand how the Internet can be used in effective communication. To understand how a blog can be used to communicate with a wider audience. To consider the truth of the content of websites. To learn about the meaning of age restrictions symbols on digital media and devices.</p>
HISTORY	<p>Bronze Age: The Bronze Age started at different times around the world. Tools were made from bronze - copper and tin were heated up and poured into casts</p> <p>Evidence of the Bronze Age:</p> <p>Amesbury Archer - the remains of an early Bronze Age man who was buried with over 100 artefacts Discovery of round barrows and stone circles The Bronze Age started when the Beaker People arrived from Europe. They brought with them new ways of making metal. Bronze Age people lived in settlements, which was a group of round houses. Houses were made from wattle (sticks) and daub (mud) or dry stone. Settlements traded resources like copper and tin. Burials were important to Bronze Age people - they placed stone circles where burials took place. Iron Age:</p> <p>Tools were made from iron. Iron was heated up then the hot iron was hammered into shape. Settlements became larger because tribes were better able to farm and defend themselves. At the end of the Iron Age, coins were made and used as currency.</p>	GEOGRAPHY	<p>What's in the News - ongoing</p>



MFL	<p>The focus of this half term is animals and colours</p> <p>To identify the gender of a word and how to change the article to say a, some or the</p> <p>To learn how to make nouns plural</p> <p>To use adjectives with the correct positioning and agreement (for describing animals)</p>
DESIGN TECHNOLOGY	
MUSIC	<p>We will</p> <p>Maintain a steady pulse whilst singing.</p> <p>Identify how beats are grouped (metre).</p> <p>Respond, with different quality of movement, to music that uses simple time and compound time.</p> <p>Begin to explore playing techniques needed for the recorder</p> <p>Introduce music notation</p>
PSHE	<ul style="list-style-type: none"> • Importance of rules for safety • SRE – Families and Care: Explore families and understand that all families are different. • No outsiders: To find a solution to a problem. • My happy mind – appreciate • Resourceful Felix the fox and how we can practice the skills

PHYSICAL EDUCATION	<p>Badminton</p> <ul style="list-style-type: none"> ✓ Begin to hit a shuttlecock with a racquet ✓ Use different striking skills and techniques ✓ Learn to hit in a direction and over a net <p>Gymnastics Foundation shapes, jumps and positions actions within sequences</p> <p>Develop the variety of rolls, jumps and weight on hands using different dynamics</p> <p>Can link balances to different gymnastic actions within a movement pattern</p> <p>Develop the performance of balances using different dynamics ie body shape body parts and levels</p> <p>Is aware of how different body parts and dynamics can be used to perform interesting ways of travelling</p> <p>Is aware of some of the stretching exercises to prepare for gymnastics</p>
ART AND DESIGN	<p>Media :Watercolour</p> <p>Activity: Create a Hockney inspired watercolour painting</p> <p>Artist Link: David Hockney (UK)–The Arrival of Spring</p> <p>Media : Collage</p> <p>Activity: Create a “through the window” collage of a n Iron Man setting</p> <p>Artist Link: Jeannie Baker (illustrator) (UK)</p>
RELIGIOUS EDUCATION	<p>What does it mean to be part of a religion or worldview?</p> <p>To recall the events of a bar or bat mitzvah and suggest why certain religions celebrate coming of age.</p> <p>To explain why Passover/Pesach is an important festival in the Jewish calendar.</p> <p>To explain how the festival symbolises the Jewish ideas of freedom and the covenant with God.</p>
ENRICHMENT	<p>We will:</p> <p>Use books and artefacts from the Education Library Service.</p> <p>Science week 14.2.23</p> <p>Learn about Ash Wednesday, Shrove Tuesday and Chinese New Year</p> <p>Safer internet day 8.2.23</p>