

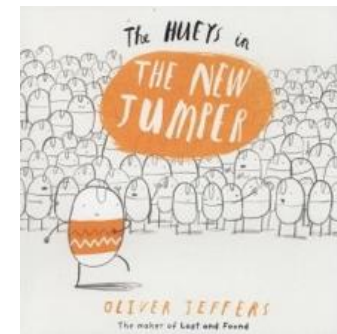
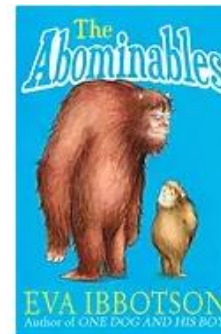
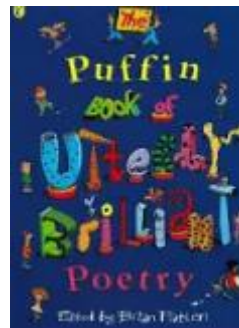


YEAR 3 / SPRING TWO

ARE ALL MOUNTAINS THE SAME?

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 will recognise mistakes as learning opportunities. ✓ Children to meet national expectations for their age.
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Help children to create strategies to deal with competing pressures and how to apply them. ✓ Offer a range of sporting opportunities ✓ Provide opportunities for children to learn to play an instrument. ✓ Help children to manage their emotions for the majority of the time and are able to build relationships.

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Review and develop the understanding of the 5Rs, with particular focus on responsibility in the Spring Term. ✓ Continue to work towards our L2L awards. ✓ Encourage children to ask questions to help understand things. ✓ We will 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 ✓ Help children to apologise independently if situation arises. ✓ Work with children to readily accept differences as a positive and benefit for all. ✓ Help children to work cooperatively, working with each others strengths, so that tasks are completed well.



ENGLISH	READING	<p>We will:</p> <ul style="list-style-type: none"> ✓ Read a range of fiction and non-fiction ✓ Prepare, read aloud and perform a poem. ✓ Increase familiarity with a wide range of books ✓ Draw inferences and make predictions ✓ Retrieve and record information from non-fiction books ✓ Summarise the main idea of a paragraph 	MATHS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Recall multiplication and division facts for the 3,4 and 8 times tables ✓ Continue to use bar modelling to help with word problems. <p>Fractions.</p> <ul style="list-style-type: none"> ✓ Review half, quarters, thirds from yr2 ✓ Solve problems with fractions ✓ Counting in tenths ✓ Making number pairs ✓ Adding and subtracting fractions ✓ Finding equivalent fractions ✓ Finding the fraction of a number ✓ Compare and order fractions with the same denominators
	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 ✓ To use similes in phrases ✓ To use synonyms and antonyms ✓ Write sentences with more than one clause using a variety of conjunctions. ✓ Plan to write using the text- The Fox- Fable narrative and persuasion Simile poem ,character contrast poem. Use varied rich vocabulary Non fiction writing link to 'Mountains' in Geography 		
	SPELLING / PHONICS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Develop strategies for learning words: Words from statutory and personal spelling lists. Look at word families. ✓ Practise and apply prefixes- 'super' and 'auto' and review 'sub'. ✓ Homophones- meet, here, not ✓ Proof reading ✓ Words with the k sound spelt 'ch' (Greek in origin) ✓ Use a dictionary to confirm spellings ✓ Review plural possessive apostrophe spellings 		
	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>Physics</p> <ul style="list-style-type: none"> ✓ Identify sources of light, reflections, how we see things ✓ Learn that light can be dangerous. ✓ Identify shadows and notice changing shadows. ✓ Notice that light is reflected from different surfaces <p>Working scientifically : Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests Make systematic observations, using simple equipment Record findings in various ways With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence With prompting, suggest conclusions from enquiries</p> <p>Science Week - Rock hunt walk up the Edge</p>
HISTORY	<p>NO HISTORY THIS HALF TERM</p>

COMPUTING	<p>We will:</p> <ul style="list-style-type: none"> ✓ Understand the uses of PowerPoint ✓ Create a page in a presentation ✓ Add media to a presentation ✓ Add animations to a presentation ✓ Add timings to a presentation ✓ Use the skills learnt to design and create an engaging presentation
GEOGRAPHY	<p>We will: Find out about Mountains.</p> <ul style="list-style-type: none"> ✓ Use photographs and non-fiction books to find out information about mountains. ✓ Use an atlas to locate the main mountain ranges and highest peaks, introduce contours. Temperate Biomes. ✓ Use 8 point compass points to describe a location on a map. ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ✓ Use a range of methods including sketch maps, plans and graphs, and digital technologies ✓ Use fieldwork to observe, measure, record and present the human and physical features in the local area. Sketch maps. ✓ Establish an understanding of the interaction between physical and human processes. ✓ Research using the internet and non-fiction books about the climate and vegetation of different mountains to draw comparisons. Link to Literacy and non-fiction writing.



MFL	<p>Animals and Colours</p> <p>We will:</p> <ul style="list-style-type: none"> ✓ To independently adapt given phrases to create new sentences ✓ To read along with a simple story (using phonetical knowledge to aid pronunciation) ✓ To conjugate key verbs (être, avoir) and form the negative of the verb 	PHYSICAL EDUCATION	<p>We will:</p> <ul style="list-style-type: none"> ✓ Continue to improve levels of fitness ✓ Begin to pass a ball with more accuracy in a practice/game situation through the tri golf skills ✓ Perform and compose a dance related to our production
DESIGN TECHNOLOGY PIZZAS	<p>Design</p> <ul style="list-style-type: none"> • Describe purpose of product • Gather information about needs and wants • Create own design criteria and make design decision • Indicate design features <p>Make</p> <ul style="list-style-type: none"> • Develop skills in peeling, chopping, slicing and grating • Measure and weight using scales • Knead, roll, spread and shape • Work safely and hygienically <p>Evaluate</p> <ul style="list-style-type: none"> • Analyse existing products for appearance, taste and aroma • Refer to design criteria when evaluating own 	ART AND DESIGN	DT focus
MUSIC	<ul style="list-style-type: none"> ✓ Identify silence in musical examples. ✓ Draw conclusions about why silence may be used. Eg. To create a still/calm effect or to draw attention to the following musical statement ✓ Recognise a variety of orchestral instruments. 	RELIGIOUS EDUCATION	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> ✓ To make links between the Gospel texts and how Christians mark the Easter events in their church communities.
PSHE	<ul style="list-style-type: none"> ✓ No outsiders 4: The Hueys in the New Jumper Oliver Jeffers. Use strategies to help someone who feels different. ✓ Importance of rules for safety ✓ To consider the difference between boys and girls ✓ To begin to challenge gender stereo typing ✓ Looking after our Mental Health and Well Being -- managing anxieties <p>– My Happy Mind – Appreciate module. Happy Breathing</p>	ENRICHMENT	<p>We will:</p> <ul style="list-style-type: none"> ✓ Use of books and artefacts from the Education Library Service. ✓ Walk on the Edge.13.3.24 ✓ World Book Day 8.3.24 ✓ Red Nose Day 15.3.14 ✓ Science week 11.3.24 ✓ Book Fair 14.3.24 ✓ World Poetry day 21.3.24 ✓ Spring production 20/21 March 2024