

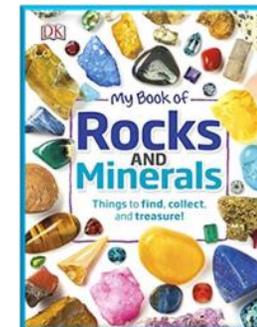
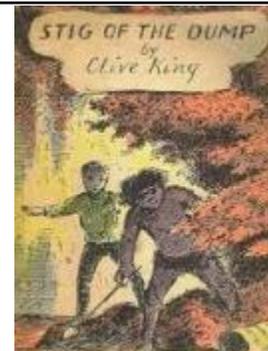
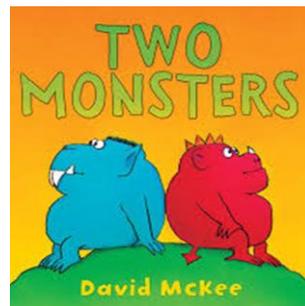


## YEAR 3 / SPRING 1

### 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





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

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



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



<b>SCIENCE</b>	<p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ul> <p><b>Changes in our world through the year. Keep a diary of trees in school for Spring</b></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>
<b>HISTORY</b>	<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><b>Evidence of the Bronze Age:</b>                  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>

<b>COMPUTING</b>	<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>
<b>GEOGRAPHY</b>	<p>What's in the News - ongoing</p>



<b>MFL</b>	<p><b>The focus of this half term is animals and colours</b></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>
<b>DESIGN TECHNOLOGY</b>	
<b>MUSIC</b>	<p><b>We will</b></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>
<b>PSHE</b>	<p>Importance of rules for safety</p> <p><b>SRE – Families and Care:</b></p> <ul style="list-style-type: none"> <li>✓ Explore families and understand that all families are different.</li> <li>✓ <b>No outsiders:</b> To find a solution to a problem.</li> </ul>

<b>PHYSICAL EDUCATION</b>	<p><b>We will:</b></p> <p>Show control of a range of different throws/passes eg chest, shoulder, underarm, bounce pass</p> <p>Move to catch a ball in a practice/game situation, aiming to keep eye contact with the ball</p> <p>Pass a ball with more accuracy in a practice/game situation</p> <p>Hit a ball with a range of different bats/racquets</p> <p>Trap, dribble &amp; pass a ball with feet and a hockey stick</p> <p>Be able to perform basic <b>dance</b> actions with greater control</p> <p>Understand more complex technical dance vocabulary</p> <p>Be able to perform mostly accurate given routines from memory</p> <p>Begin to choreograph simple movement phrases demonstrating a variety of basic actions to create short routines</p> <p>Begin to choreograph a simple dance motif from various cultures/traditions using repetition and some dynamics</p>
<b>ART AND DESIGN</b>	<p><b>Media :Watercolour</b></p> <p><b>Activity:</b> Create a Hockney inspired watercolour painting</p> <p><b>Artist Link:</b> David Hockney (UK)–The Arrival of Spring</p> <p><b>Media : Collage</b></p> <p><b>Activity:</b> Create a “through the window” collage of a beanstalk landscape scene</p> <p><b>Artist Link:</b> Jeannie Baker (illustrator) (UK)</p>
<b>RELIGIOUS EDUCATION</b>	<p><b>We will:</b></p> <p>Explore JUDAISM</p> <p>Explain the key events in a Jew’s life (E.g. Bat/Bar Mitzvah) and suggest why they are important to Jews. How do Jews celebrate?</p> <p>What are the most important festivals and why?</p>
<b>ENRICHMENT</b>	<p><b>We will:</b></p> <p>Use books and artefacts from the Education Library Service.</p> <p>Science week 14.2.22</p> <p>Learn about Ash Wednesday, Shrove Tuesday and Chinese New Year</p> <p>Safer internet day 8.2.22</p>