

English



Reading and writing learning centred around high quality texts:

Text:

- Pugs of the Frozen North

Written outcomes:

- Diary Entry
- Character Description
- Setting Description
- Diary Entry
- Letter of advice
- Retelling favourite part of the story

Text:

- The Pebble in my Pocket

Written outcomes:

- Narrative – journey
- Diary entry
- Instructions

Grammar and spelling: Past progressive (setting the scene), time adverbs and prepositions of time, detail through adjectives, noun phrases, adverbial phrases, figurative language, variety of sentence structures, causal conjunctions (because, so that etc.), persuasive devices, descriptive language including similes, command sentences, variety of sentence structures; Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

KS2 Punctuation: Capital letters, full stops, question marks, exclamation marks, commas in lists, inverted commas for speech

Computing

- Would I lie to you?
- Safe surfing with Dongle
- See and hear my mix

Music

They will build on their knowledge of musical notes, learning how to play and recognise a G and C on the musical staff and about crotchets. They will recap the hand signals for solfa musical notation, learnt last year and perform these in the song 'Talking the Bossa'. Syncopated rhythms will also be introduced and we will learn and sing about different genres of music in the song 'Do It Like You Dig It'.

P.E.

1st half: Netball & Dance: Wild Animals
2nd half: Hockey & Dance: Weather

Tribal Tales Year 3 Spring term

Turn off all your technology & try to forget the modern world. Imagine this place 5000 years ago. What would you have seen?

We will be heading back to prehistoric times, unearthing ancient objects & learning about astonishing mystical monuments that reveal the secrets of an ancient time.

We will be learning about how the people of Britain developed over thousands of years from the Stone Age to the Roman Invasion.

What tribal tales will you have to tell?

Ideas for topic texts to read at home: Stig of the dump, Stone Age Boy, The First Drawing, Stone Age Bone Age, The Boy with the Bronze Axe



Maths

Comparing multiplication and division statements

Related multiplication and division calculations

Multiplying a 2-digit number by a 1-digit number

Dividing a 2-digit number by a 1-digit number

Problem solving - mixed problems

Adding lengths

Subtracting lengths

Measuring the perimeter

Problem solving - length

Unit and non-unit fractions

Making the whole: tenths

Fractions as numbers

Fractions of a set of objects

Problem solving - fractions

Geography & History

Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain. Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager. Research daily tasks and share learning with others using whole-class role-play. Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming.

Art & D.T.

Art: We will explore with tone, tint and shade to create 'cave paintings', and make our own sculptures of the 'lion man'. We will extend our knowledge of tone to create twilight/sunrise paintings of Stonehenge, and add the shadows using our knowledge from science.



D.T: We will learn how to cook using whole plants and animals like stoneage settlers did



French

Home and family:

Identify family members; name family and friends; number brothers and sisters; say ages of brothers and sisters; say numbers 11-20; identify pets; say what pets you have/like.

Out and about:

Name fruit and vegetables; name everyday food; talk about foods you like/dislike; name some shops; ask for an item of food from the baker's shop.

Science

Working scientifically in Lower Key Stage 2

Raising Questions. They should be given a range of scientific experiences to enable them to raise their own questions about the world around them.

Choosing a suitable scientific enquiry. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions

Observations. They should help to make decisions about what observations to make, how long to make them for. They should make systematic and careful observations.

Fair testing. Recognise when a simple fair test is necessary.

Sorting and classifying. Talk about the criteria for grouping, sorting and classifying and use simple keys.

Secondary sources. They should recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Choosing equipment. They should help to make decisions about the type of simple equipment that might be used. They should learn how to use new equipment, such as a data loggers and thermometers, appropriately.

Collecting data. They should collect data from their own observations and measurements.

Measuring. They should use standard units.

Recording. They should make decisions as to how to record in notes, drawings, labelled diagrams, bar charts or simple tables. Pupils should use relevant scientific language to communicate ideas and findings in ways that are appropriate for different audiences.

Analysing data. They should make decisions as to how to analyse the data. They should begin to look for patterns and decide what data to collect to identify them. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data

Making improvements. They should find ways of improving what they have already done.

Autumn term topics

Light (continued from the autumn term):

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when light is blocked by an opaque object
- Find patterns in the way that the sizes of shadows change

Key Scientist: Euclid, Ibn Sahl, Roger Bacon, Isaac Newton

Rocks:

- 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.

Focus Scientist: Henry De La Bethe

P.S.H.E

- **Health:** Physical, Emotional and Mental - I Am Who I Am!
- **Health:** Physical, Emotional and Mental - Hearts and Minds
- **Health:** Physical, Emotional and Mental - Three in One
- **Healthy Lifestyles:** Sleep - Sweet Dreams
- **Communication:** Clear Messages - Dot Dot Dash
- **Communication:** How to Listen - Listen Up!
- **Diversity:** Different Communities - My Community
- ***Created to Live in Community:** Trinity House
- ***Created to Live in Community:** What is the Church?
- ***Created to Live in Community:** How Do I Love Others?