

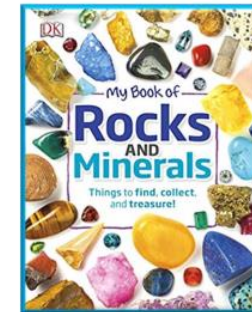
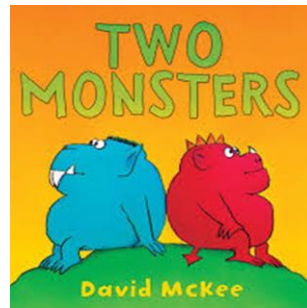


YEAR 3 / SPRING 1

Would you prefer to live in the Stone, Bronze or Iron Age?

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. ✓ Support children to manage their emotions, and build and maintain strong relationships. ✓ Encourage children to 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 responsibility 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 our school aims. ✓ Encourage children to take responsibility for their actions. ✓ Encourage children to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. ✓ Support children in recognising that their behaviours affect others – positively and negatively.



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. ✓ Ask questions to improve their understanding . 	MATHS	<p>We will:</p> <p>Further Multiplication and Division</p> <ul style="list-style-type: none"> ✓ Multiply 2 digit numbers. ✓ Multiply with renaming. ✓ Divide 2 digit numbers. ✓ Divide with renaming. ✓ Solve word problems. <p>Length</p> <ul style="list-style-type: none"> ✓ Learn to write and measure length using millimetres, centimetres and metres. ✓ Convert different units of measurement as well as compare lengths. ✓ Solve word problems based on length. <p>Mass</p> <ul style="list-style-type: none"> ✓ Measure mass and be able to read scales. ✓ Reading weighing scales that have different values for each marking. ✓ Solve word problems involving measures. <p>Volume</p> <ul style="list-style-type: none"> ✓ Measure volume and capacity using millilitres and litres. ✓ Write volume in millilitres and litres. ✓ Solve word problems on volume and capacity.
	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 ✓ Express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of) ✓ Use a rich and varied vocabulary ✓ Use paragraphs as a way to group related material ✓ Use headings and sub-headings to aid presentation ✓ Use the present perfect form of verbs ✓ Plan to write using the text- The Iron Man-Approach Threat Narrative 		
	SPELLING / PHONICS	<p>We will:</p> <ul style="list-style-type: none"> ✓ Develop strategies for learning words: Words from statutory and personal spelling lists. ✓ Spell words with the digraph 'ei' and tetragraph 'eigh'. ✓ Spell words where the digraph 'ey' makes an /ai/ sound. ✓ Spell words with the suffix '-ly' and words ending in '-al' and '-le'. 		
	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"> • Soils • Recognise that soils are made from rocks and organic matter. <p>Nutrition and diet</p> <ul style="list-style-type: none"> ✓ Identify that animals , including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. <p>Sustainability and food waste</p> <p>What is food waste and how can we reduce it?</p> <p>Working scientifically</p> <p>Grouping and classifying</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Carrying out comparative and fair tests</p> <p>Recording findings using simple scientific language, drawings ,labelled diagrams, keys, bar charts and tables.</p>	COMPUTING	<p>Internet Safety</p> <ul style="list-style-type: none"> ✓ 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>Branching Databases</p> <ul style="list-style-type: none"> ✓ To sort objects using just YES/NO questions. ✓ To complete a branching database using 2Question. ✓ To create a branching database of their choice.
HISTORY	<p>Bronze Age: The Bronze Age started at different times around the world. Tools were made from bronze - copper and tin.</p> <p>Evidence of the Bronze Age: Amesbury Archer - the remains of an early Bronze Age man who was buried with over 100 artefacts</p> <p>Discovery of round barrows and stone circles</p> <p>The Bronze Age started when the Beaker People arrived from Europe. They brought with them new ways of making metal.</p> <p>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.</p> <p>Settlements traded resources like copper and tin.</p> <p>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.</p> <p>Settlements became larger because tribes were better able to farm and defend themselves.</p> <p>At the end of the Iron Age, coins were made and used as currency.</p>	GEOGRAPHY	<p>What's in the News?</p>



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

PHYSICAL EDUCATION	<p>Gymnastics</p> <ul style="list-style-type: none"> ✓ To be able to transition smoothly into and out of balances. ✓ To be able to transition smoothly in and out of balances using apparatus. ✓ To create a sequence with matching and contrasting actions and shapes. ✓ To create a sequence on apparatus using matching and contrasting actions and shapes. ✓ To create a partner sequence, on and off the equipment, using the skills I have learnt. <p>Striking & Fielding-Tri Golf</p> <ul style="list-style-type: none"> ✓ To explore technique and develop accuracy when aiming towards a target. ✓ To explore technique when aiming at a target over a short distance. ✓ To explore technique when aiming at a target over a long distance. ✓ To apply skills and knowledge to compete in a tournament.
ART AND DESIGN	<p>Media: Watercolour Activity: Create a Hockney inspired watercolour painting Artist Link: David Hockney (UK)–The Arrival of Spring</p> <p>Media : Collage Activity: Create a ‘Through the Window’ Collage of an Iron Man Setting Artist Link: Jeannie Baker (illustrator) (UK)</p>
RELIGIOUS EDUCATION	<p>How do festivals and family life show what matters to Jewish people?</p> <ul style="list-style-type: none"> ✓ To have an understanding of how Jewish people mark Shabbat and what Shabbat looks like in the UK today. ✓ To know how different Jewish people celebrate Rosh Hashanah. ✓ To have an awareness of what happens at Yom Kippur. ✓ To recall some of the events of the story of Passover and have an awareness of why many Jews celebrate Passover every year.
ENRICHMENT	<p>We will:</p> <p>Use books and artefacts from the Education Library Service. Visit Alderley Edge Library. Celebrate World Religion Day- 19/1/25. Children’s Mental Health Week- 3rd-9th February Safer Internet Day 11/2/25.</p>