

Maths

- Recall & use \times and \div facts for the 3, 4 and 8 tables.
- Write and calculate statements for \times and \div using tables they know, including for $TU \times U$ using mental and progressing to formal written methods.
- Solve one and two step word problems
- Know the values of coins and notes and know what each represents
- Convert between pounds and pence
- Add and subtract amounts of money
- Interpret pictograms where each symbol is more than one
- Read and interpret bar charts with a range of scales
- Interpret data presented in tables
- Measure, compare add and subtract length in mm cm and mm
- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Count up and down in tenths. Recognise that tenths come from dividing an object into 10 equal parts.
- Compare and order unit fractions and fractions with the same denominator
- Recognise and find fractions of a discrete set of objects

Solve mathematical problems for all of the above and reason mathematically.

Work to be covered in the Spring Term Term by Year 3.

This information has been provided
so that you are fully aware of the
work your child will cover over the
term.

We hope it will also enable you to
support your child at home in their
studies.

If there is anything contained
within this leaflet that you don't
understand, please contact your
child's class teacher.

English

- Study and write Newspaper articles using the correct features.
- Study and write narratives using the correct features (including dialogue)
- Study and write letters using the correct features
- Know the language features of performance poetry and perform these poems
- Learn the conventions of dialogue in stories
- Practise drafting and improving written work by adding more detail, more effective vocabulary, varying sentence structure, direct speech, punctuation and paragraphing.
- Improve handwriting and presentation of work
- Learn spelling patterns including the use of prefix, suffix and homophones. Apply rules when working out how to spell words.
- Develop and secure knowledge of subject, predicate, adverbs, ordinal determiners conjunctions, past/present/future and present perfect tense by demonstrating this in writing.
- Continue to use dictionaries to find the definition of words
- Improve comprehension skills

History: Stone Age

- **Recognise** that the Stone Age in Britain is a period of prehistory
- **Describe** and **suggest reasons** for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and **compare and contrast** this with how most people use beaches today;
- **Describe** and **explain** how archaeologists use a great variety of artefacts
- **Describe** the likely features of Stone Age summer and winter camps in Britain and **offer reasons** and **explain** why they were required;
- **Recognise, describe** and **compare and contrast** the difference between historical facts (what we know for certain) and historical assumptions
- **Identify, describe, compare and contrast** and **explain** some ways in which life for ancient Britons changed during the Stone Age.

Bronze Age

- **Describe** the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;
- **Identify** and **describe** the likely use of a range of Bronze Age artefacts
- **Identify, describe** and **explain** the purpose of monuments, both historically and modern day;
- **Explain through synthesising a number of reasons** the possible purpose of the stone monuments at Merrivale;
- **Empathise** through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age;

PSCHE: Exploring Emotions

- To reflect on things that make us happy
- To know how our emotions can make us feel
- To know how situations can affect our emotions To know how situations can affect our emotions
- To explore how anger can affect us
- To explore how to manage our emotions in different situations

Drug Education

- Know how medicines can be used
- To distinguish between safe and harmful and to know substances can be harmful is misused.
- To consider choices and how they affect our lives.
- To know what a risk is and how to respond to a risk

Music: Three Little Birds

- Listen to and appraise by recognising style indicators of Reggae music
- Improvise musical phrases to accompany a song
- Perform and share using the voice and tuned percussion
- Compose musical phrases with a song

Science:

Rocks

- To compare and classify rocks
- To know how the main three types of rocks are formed.
- To test rocks so that we can group them.
- To know why rocks in our area are used for certain purposes.
- To understand how fossils are formed.
- To recognise that soils are made from rocks and other organic materials.

Forces and Magnets

- Recognise that forces are needed to move objects.
- compare how things move on different surfaces
- Recognise that some forces need contact but magnetic forces can act at a distance.
- observe how magnets attract some materials and not others and identify some magnetic materials.
- group together materials on the basis of whether they are attracted to a magnet
- Observe how magnets attract or repel each other and describe magnets as having two poles
- Can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically

- Set up simple practical enquiries.
- Conduct a fair test.
- Make systematic and careful observations.
- Make predictions for new values.
- Use scientific evidence to answer questions.
- Report findings using drawings or labelled diagrams.
- Present and classify data in different ways.
- Ask relevant questions
- Use information to answer questions.
- Gather, record and present findings from enquiries.
- Give written explanations of findings.
- Use a range of equipment.
- Include oral and written explanations.

<p>Computing: Programming - Scratch</p> <ul style="list-style-type: none"> • Review features of good animations • To create an animated character. • To animate a character • Add sounds to a character • Fix bugs in programmes <p>Computing: E Safety</p> <ul style="list-style-type: none"> • Safety around using images online <p>REAL PE: Cognitive</p> <ul style="list-style-type: none"> • Explain what I'm doing well and identify areas for improvement • Identify parts of a performance to work on • Understand criteria to judge a performance • Use awareness of space to make good decisions <p>REAL PE: Creative</p> <ul style="list-style-type: none"> • Select and link movements • Compare movements with others • Make up rules and versions of activities • Recognise similarities and differences in movements and expression • Link activities and develop sequences to express ideas 	<p>French: Saying How are you?</p> <ul style="list-style-type: none"> • Say „How are you?“ in French • Respond to the question Ca va? • Use greetings alongside the question Ca va? • Read vocabulary associated with Ca va? • Use all previous vocabulary learnt so far including greetings, goodbyes and how are you in conversation. <p>French: Talking about names</p> <ul style="list-style-type: none"> • Use French vocabulary to introduce themselves • Respond to questions in French • Exchange names to develop conversation • Introduce a friend using French vocabulary • Listen to French names and sounds • Speak in longer sentences using French <p>Explore famous French people</p>	<p>RE</p> <p>Hindu Beliefs</p> <ul style="list-style-type: none"> • Know some of the Hindu beliefs and celebrations • Know some Hindu traditions • Learn about stories related to Hinduism • To consider the feelings and motivations of people who follow Hindusim <p>Know why Easter is so important for Christians</p> <ul style="list-style-type: none"> • Understand the meaning of Lent • Describe the events of Palm Sunday • Understand the importance of the Last Supper • Sequence and consider the importance of the Easter story <p>DT: Wooden Frames (construction)</p> <ul style="list-style-type: none"> • To observe a range of frames in real life context • To design a frame with a joint • Make a wooden frame using tools safely • Evaluate and suggest improvements for their own and others work. <p>Art: Colour inspired by Kate Fortin</p> <ul style="list-style-type: none"> • Explore tone using different grades of pastel and chalk • Use a variety of tools and materials to create 3D art • To shape and model from observation
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