

### 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 Non fiction 'Factfile' and 'Newspaper' texts using the correct features.
- Study and write 'Adventure Stories' using the correct features
- Learn the conventions of dialogue in stories
- Know the language features of performance poetry and perform these poems
- Improve handwriting and presentation of work
- Practise drafting and improving written work by adding more detail, more effective vocabulary, varying sentence structure, direct speech, punctuation and paragraphing.
- 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;

### Computing:

#### **Programming - Scratch**

- Review features of good animations
- To create an animated character.
- To animate a character
- Add sounds to a character
- Fix bugs in programmes

### Computing: E Safety

- Safety around using images online

### PSCHE: Getting On and Falling Out

- To identify key people if their lives and why they are important to them.
- To begin to appreciate what matters in a friendship.
- To think about what friends do for each other and whether they always agree with each other.
- To see things from another's point of view.
- To express what it feels like on the inside and outside when we are angry.
- To use different ways to calm down before anger takes over.

### PSHCE: Relationships

- To identify how they can make someone who is important to them happy.
- To identify how they can make themselves happy.
- To identify different types of behaviour and begin to identify how to develop the skills to be effective in a relationship.
- To recognise when we might feel guilty and explain ways to make amends.
- To identify strategies to help when we feel guilty
- Recognise when something is their fault and when something is not their fault.
- To recognise the things that hurt feelings and understand how they might affect others.
- To take responsibility for what they choose to do.

### Music: Pitch and Structure

- Understand pitch
- Learn to read simple pitch related notation
- Compose using pitch notation.
- Sing a song
- Accompany a song with tuned percussion
- Revise the term ostinato
- Explore musical phrases (melodic imitation/rounds)
- Perform a round in three parts.

### Science:

#### Rocks

#### Magnets

#### Working Scientifically

- To make systematic and careful observations, and where appropriate, taking accurate measurements.
- To ask relevant questions and using different types of scientific enquiries to answer them.
- To record findings using simple scientific language, drawings and labelled diagrams.
  
- To set up simple practical enquiries, comparative and fair tests.
- To record findings in a table.

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<p>•</p> <p><b><u>PE: Rugby(outdoor)</u></b></p> <p><b><u>PE: Dance (Indoor)</u></b></p> <p><b><u>DT: Jinx Frames</u></b></p> <p><b><u>Art: Cave Art</u></b></p> <ul style="list-style-type: none"> <li>• Use a variety of medium to explore hot and cold colours</li> <li>• To mix paints to create hot and cold colours</li> <li>• To develop and understanding of the features of artwork created by the artist Kate Fortin</li> </ul>	<p><b><u>French: Saying How are you?</u></b></p> <p><b><u>French: Talking about names</u></b></p> <ul style="list-style-type: none"> <li>• To know how to say goodbye in French</li> <li>• To explore how different farewells go in and out of fashion</li> <li>• To read and write terms for saying goodbye in French</li> </ul> <p>To consolidate knowledge of saying and reading greetings and farewells in French</p> <p><b><u>Safeguarding - Curriculum Links</u></b></p>	
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