



## Year Three

### Spring 1

#### English

Our class text this half term is 'Mr Stink' by David Walliams. This text discusses key themes around homelessness and the kindness of others.

In our English lessons, we will be continuing to develop our story writing. The fiction model text that we will be learning about is 'The Tortoise Who Wanted To Fly'. This story originates from Africa. We will be exploring the 'meeting story' structure where one character meets another. Our toolkit focuses on opening and endings. We will then apply this toolkit to similar stories which can be used in independent pieces. The children will develop more consistency in writing by using a range of sentence types which includes questions or exclamations to hook the reader's interest.

We will also be exploring recount texts and will link this to the fiction unit. Children will learn a text which recounts key events and models the structure from the perspective of Tortoise. Children will write their own recounts based on an event in school and will use the recount toolkit. Children will learn how to link paragraphs effectively using a range of connectives.

We will be consolidating spelling rules and developing a greater understanding of prefixes including re-, sub- and inter-. As the unit progresses, children will be introduced to other prefixes and their meanings. We will continue building up our vocabulary through the use of Vocabulary Ninja and continue to learn the shinobi words. Children will be recording words and sentences in vocabulary books. Don't forget to ask your child what their word of the day is!

Children are also now becoming more familiar with our handwriting scheme from Cambridge Pen pals. Children are developing a cursive join during two handwriting sessions per week and are encouraged to use this in their writing across the curriculum.

#### Mathematics

Our main focus for this half term is further work on multiplication and division (Unit 5 Power Maths). This unit is important because it develops children's multiplicative and divisive reasoning by linking their prior knowledge to 2-digit calculations which involve the expanded method and partitioning to divide. These concepts are closely linked to concrete and pictorial representations to scaffold and secure children's understanding. Children will begin the unit by comparing multiplication and division statements using and =. They will then develop their understanding of multiplication facts to link this knowledge to related multiplication and division calculations, for example, linking  $2 \times 3 = 6$  and  $2 \times 30 = 60$ . Moving on, they will be introduced to the expanded method for multiplication and the partition method for dividing (leading to remainders). Finally, they will use their understanding of these new methods to solve mixed multi-step problems and puzzles involving all four operations.

Following on from Unit 5, children will be working on length and perimeter. This unit focuses on measurement in millimetres (mm), centimetres (cm) and metres (m). Children will learn how these units of measurement relate to one another and convert between single and mixed units. They will apply their knowledge of number to compare, order, add and subtract measurements of length and calculate the perimeter of 2D shapes.

#### Vocabulary

There is some key language that children will need to know as part of the learning in these units:  
multiplication division greater than less than equal remainder share partition tens (10s) ones (1s) exchange

millimetres (mm), centimetres (cm), metres (m)  
measure, measurement, unit of measurement length, height, width, distance, diagonal how long?, how wide?, how tall?, how high? ruler, metre stick, metre ruler longer, shorter, longest, shortest, furthest perimeter add, subtract, find the difference, repeated addition, multiply greater than (>), less than (<) polygon, quadrilateral, triangle, rectangle compare, convert, equal, equivalent, ascending, predict, calculate, expression, method

<p><b><u>Science</u></b></p> <p>Our third unit is all about plants. Children will learn that many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. The roots absorb water and nutrients from the soil and anchor the plant in place. The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. The leaves use sunlight and water to produce the plant's food. Some plants produce flowers which enable the plant to reproduce. Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways. Different plants require different conditions for germination and growth. Children will work scientifically by carrying out a range of investigations and by making careful observations over time.</p> <p><b><u>Vocabulary</u></b></p> <p>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p>	<p><b><u>History</u></b></p> <p>This half term, our history focus is all about the Bronze Age and Iron Age. We will be exploring how life changed for early humans during this time period and also make links back to our previous topic, The Stone Age to compare life.</p> <p>Children will learn that The Bronze Age is the period immediately after the Stone Age and is the time when metals like bronze started to be commonly used. During the Iron Age, a group of people called the Celts travelled across Europe. They moved around to trade but many settled in Britain. Also, during the Iron Age, farmers and villagers were often attacked, and their crops and animals stolen. Hill forts became a place of shelter during times of threat. During the Iron Age the landowners became wealthy and powerful, while the poor had to work hard in the fields. We explore the life of a famous Celt called Boudicca.</p> <p>Children will be developing their history skills by suggesting causes and consequences of some of the main events and changes during the Bronze/Iron Age. They will also be describing the social, ethnic, cultural or religious diversity of past society. They will understand the concept of change over time, representing this, along with evidence, on a timeline. Children will use appropriate historical vocabulary.</p> <p><b><u>Vocabulary</u></b></p> <p><b>societies:</b> people living together in organised groups  <b>ancient:</b> from a long time ago  <b>irrigation:</b> supplying land with water  <b>communication:</b> sharing information  <b>conquest:</b> conquering (taking control of) a country or group of people  <b>civilisations:</b> organised groups of people with their own culture</p>
<p><b><u>Art/Design &amp; Technology</u></b></p> <p>In this unit, children will be developing their 3D sculpture skills. They will be creating their own versions of iron age pottery and learning how to work the clay.</p> <p>In design and technology, the children will be designing and making an iron age pouch.</p>	<p><b><u>Physical Education</u></b></p> <p>In P.E we will be using our P.E scheme, real P.E, to develop balance and agility with a focus on balancing on a line. Children will also be working on their coordination and ball skills. During these sessions, the children will develop cognitive skills as we work on the cognitive cog. Throughout the unit, the children will be identifying specific parts of their performance which they need to work on and understand ways in which we judge a performance. We will also be looking at flight and balance using the Real Gym scheme.</p>
<p><b><u>Personal, Social and Emotional development.</u></b></p> <p>In PHSE the children will be moving onto the third unit called Choices, Emotions and Differences. However, some of the activities have already been covered in the autumn term during our Anti-bullying week. Activities will be recorded within the class 'floor book' which can be referred to by all when needed. The children are extremely proud of the book and can talk about their learning.</p>	<p><b><u>Geography</u></b></p> <p>Geography is not a focus for this term however we will be locating Celt settlements on a map of the United Kingdom.</p>

## **Religious Education**

### **Hinduism**

Learning from the Hindu religion, pupils will explore and discover how the Hindu religion is practiced.

Using stories, artefacts, visitors and simple research, children will learn about the practice of Hindu worship and celebration, and are encouraged to think about living in a diverse society.

This unit focuses on what it is like to be a Hindu, exploring beliefs about God; about how ideas of God are expressed in art, movement, and action; about worship, and about the great festival of Divali. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and images from within the Hindu tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions. They also get a chance to explore ways in which the five senses play a part in our everyday lives, and in particular how they make Hindu worship an important time for many Hindus, where worship is linked to the whole of life, not simply to some brief ritual actions. This learning will take place across the whole of the Spring term (approx. 10 hours)

### **Spanish**

In Spanish, the children will revise greetings and classroom commands. We will continue to work from a scheme called ilanguages. Children will continue their learning around pets, Spanish names and colours.

### **Visits and Visitors**

Science visitors to be confirmed.

### **How can you help at home?**

\*Please encourage your child to participate in our Redscope Reading Challenge. We have a range of fantastic age-appropriate books which are perfect to share as a family. All children should be reading for 15 minutes at least three times per week and these sessions should be logged in their planner.

\*All children will be given appropriate spellings during the week. These may be topic related words or link to a spelling rule they have learnt throughout the week. Please support your child in learning their spellings at home.

\*In maths, please encourage your child to access TT Rockstars to practise the quick recall of times table facts. There will be regular TTRockstars battles available for the children to take part in as well as whole school competitions.

\*As part of our Stone Age topic, all children should complete a project that they are interested in. We have discussed possibilities with the children and a list of some ideas have been attached in their planner.

If you do have any questions about your child's learning, please do not hesitate to contact us through the class email addresses.

[class7@redscopeprimaryschool.co.uk](mailto:class7@redscopeprimaryschool.co.uk) (Mrs Hipwell) or [class8@redscopeprimaryschool.co.uk](mailto:class8@redscopeprimaryschool.co.uk) (Mrs Ryott)

## **Music**

Children will be working on the Charanga unit- Three Little Birds by Bob Marley. This is a Reggae song. All the learning in this unit is focussed around this song. The children will learn to sing, play, improvise and compose with this song. Children will listen and appraise other reggae songs. Children will be exploring pulse, rhythm and pitch through a variety of games.

## **Computing**

Children will continue their work through Purple Mash. They will be learning about online safety in a short unit. The children will then move onto a unit of work all about spreadsheets.

Children can consolidate their learning at home by accessing the purple mash login which can be found at the back of your child's diary.

Through PHSE, children will learn how to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact. This will be revisited throughout the year.