



## Year Three

### Spring 2

#### English

Our class text this half term is 'The Iron Man' by Ted Hughes. The Iron Man tells the story of a gigantic metal robot who appears out of nowhere, crashing onto the beach and shattering into many parts.

In our English lessons, we will be continuing to develop our story writing. The fiction model text that we will be learning about is a 'Rags to Riches' story. We will be exploring the story of Cinderella and discussing other familiar stories where the main character goes from rags to riches. Our toolkit focuses on dialogue which will be building upon prior learning from the previous term. We will then apply this toolkit when writing our own stories. Children will be writing a modern day version of Cinderella.

We will also be exploring instructional texts during the second part of the term. Children will learn a set of instructions (How to Trap a Troll) and then apply the toolkit to their own texts. We will use inspiration from The Iron Man to instruct others on how to trap him during the innovation stage. At the end of the unit, children will be able to use their creative ideas to write a set of instructions on how to catch/trap a mythical creature of their own.

We will be consolidating spelling rules and ensuring that children can confidently spell words from the Year 3 / 4 spelling list. As the term progresses, children will be introduced to words which originate from other languages (mostly French) e.g words with -gue and -que endings. We will continue building up our vocabulary through the use of Vocabulary Ninja and continue to learn the shinobi words which can be applied to writing.

Children are now 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. Where necessary, handwriting interventions are being introduced for those children who need further support.

#### Science

Children will be completing their learning all about plants and drawing conclusions on what is needed in order for a plant to grow successfully. Children will also develop a strong understanding of seed dispersal and will make use of outdoor learning opportunities to hunt for different seeds.

#### Mathematics

At the start of this half term, children will be developing their understanding of fractions (Unit 8).

In this unit, children will understand the concept of a unit fraction and a non-unit fraction and understand what the numerator and denominator represent. Children will compare and order simple unit fractions and also non-unit fractions where the denominators are equal. In addition to this, children will learn to recognise and show, using diagrams, equivalent fractions with small denominators. They will explore a fraction wall and use it to find equivalent fractions. Children will order fractions on a number line and compare two fractions using bar models and the comparison signs  $>$ ,  $=$ ,  $<$ . They will learn to add and subtract two or more fractions with the same denominator, answering questions in more than one way and comparing the efficiency of each method.

The second unit which we will focus on during Spring 2 is Mass (unit 9). This unit is important because it strengthens children's knowledge of mass: an important area of learning which has many real-life applications. First, children will learn how to measure and read a scale, focusing upon unmarked intervals. Next, different masses will be compared and ordered. Following this, children will learn to add and subtract different amounts using a range of strategies. Finally, they will apply their knowledge to real-life problems – an important skill for children to learn in order to work towards mastery

#### Vocabulary

There is some key language that children will need to know as part of the learning in this unit: part, whole, equal parts, fraction, denominator, numerator, equivalent, equivalent fraction, partition, split, share, count on, count back, compare, measure, calculate, method, whole number, add, subtract, difference, multiply, divide, equal to, greater than ( $>$ ), less than ( $<$ )

mass, measure, grams (g), kilograms (kg) interval, scale  
h midpoint h convert h order h estimate

#### History

History is not a key focus within this term. However, links will be made where possible and retrieval of learning will take place during 'Spot Box' sessions. We also ask that you talk about learning from last term to keep the finger tip facts bubbling.

<p>During this term, children will be taking part in events linked to the national Science Week which takes place from the 8<sup>th</sup> March until 17<sup>th</sup> March.</p> <p><b><u>Vocabulary</u></b>        (From Plant unit) Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</p>	<p>Ask your child about the Bronze Age and Iron Age. Can your child describe an Iron Age hillfort?</p>
<p><b><u>Art/Design &amp; Technology</u></b></p> <p>In design and technology, the children will be designing and making an iron age pouch/ money container. They will explore different examples and discuss why they are successful. The children will experiment with different stitches and go on to make their own money container from their chosen material. Children will evaluate their money containers at the end of the unit.</p> <p>In art, we will be exploring the work of Claude Monet with a focus on water lilies. This will link to our work in science as we have spent time looking at how waterlilies have adapted to their environment.</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 sending and receiving skills with a focus on the creative cog. Children will also be working on their counter balancing skills. Children will be linking actions and develop sequences of movements that express own ideas. They will change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>We will also be taking part in imoves Pilates. PE will continue to be held on Tuesdays and Fridays. Children should come in appropriate kit.</p>
<p><b><u>Personal, Social and Emotional development.</u></b></p> <p>In PHSE the children will be learning about their bodies and ways in which we can maintain a healthy lifestyle. Children will learn about diet and exercise and the impact this can have on our lives. Children will explore the importance of a quality night's sleep and discuss the risks of having an unhealthy lifestyle.</p>	<p><b><u>Geography</u></b></p> <p>In Geography we are going to be learning about Europe and landscapes with a focus on rivers. Our enquiry questions are 'Which landmass is the continent of Europe part of?' and 'What are the five primary rivers in Europe?' Children will investigate some of the cultural differences in one eastern and one western country by looking at the types of food eaten. The children will learn key facts such as the number of countries in Europe and the official languages which are spoken. As part of this learning, the children will learn about the five primary rivers in Europe and will locate these on a map.</p>
<p><b><u>Religious Education</u></b></p> <p><b><u>Hinduism</u></b>        Learning from the Hindu religion, pupils will continue to explore and discover how the Hindu religion is practiced. Children will hear more stories, explore artefacts, and carry out 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 Diwali.</p>	<p><b><u>Music</u></b></p> <p>Children will be learning songs in preparation for the One Voice event which will be held in June. More details of this event will follow nearer the time. Parents will be invited to the event and tickets will be available from Event Bright when the link goes live.</p> <p>Children will also be working on the Charanga unit -The Dragon Song.</p>

### **Computing**

We continue to follow the schemes of work from Purple Mash. All children can now confidently log on to access the activities in school and at home. Children will be exploring spreadsheets and then moving on to lessons on touch typing.

Children will continue to update their class blog and begin to explore emails.

We regularly revisit internet safety and will discuss use of computer technology during PHSE sessions too.

Children will be encouraged to get a healthy balance between gaming and other activities in order to improve mental wellbeing.

### **Spanish**

Year 3 are following the ilanguage scheme of work. The children will continue to revise greetings and classroom commands. Children will also continue their learning around pets, Spanish names and colours. During these sessions, children will take part in drama activities where they will introduce themselves and ask for a partner's name. They will play listening games and complete activities in the workbook.

### **Visits and Visitors**

Children will be taking part in events linked to Science week.

### **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.

[rsp-class7@nclt.ac.uk](mailto:rsp-class7@nclt.ac.uk) (Mrs Hipwell) or [rsp-class8@nclt.ac.uk](mailto:rsp-class8@nclt.ac.uk) (Mrs Ryott)