

## Learning Outline

Year 3: Spring Term

English	<p><b>Texts:</b>  <i>Egyptology by Dugald Steer</i>  <i>Fox by Margaret Wild and Ron Brooks</i></p> <p><b>We will learn:</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using:</li> <li>Adverbs: soon, yesterday, always, now, inside</li> <li>Prepositions: because of, below, through, beside, with</li> <li>Using and punctuating direct speech</li> <li>Use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella</li> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>Using the present perfect form of verbs in contrast to the past tense</li> <li>Conjunctions: while, so, until, although even if</li> </ul> <p><b>Text types:</b>  An Egyptian Mystery and Secret Diary  Fable Narrative and Information Report</p>
Maths	<p><b>Multiplication and division</b>  Children will recap work in Year 2, where multiplication and division were introduced, and equal and unequal groups were explored. It reminds children of the difference between equal sharing and equal grouping. Children will learn essential knowledge in preparation for their work on developing and securing multiplication knowledge. Children are reminded of the difference between equal sharing and equal grouping and then move on to look at when division problems may have a remainder of sorts. Children also apply their knowledge in simple one and two step problems.</p> <p><b>Measurement (length and perimeter)</b>  Children will measure, compare, add and subtract lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml). Children will also measure the perimeter of simple 2-D shapes.</p> <p><b>Fractions</b>  Children will be able to recognise and count up and down in tenths. They will also be able to find fractions of a set of objects (for example - unit <math>\frac{1}{4}</math> and non-unit fractions <math>\frac{3}{4}</math>). Children will also be able to recognise and use fractions as numbers and will be able to order and compare fractions. Children will be able to apply knowledge of fractions to solve problems.</p> <p><b>Measurement (Mass and capacity)</b>  Children will read scales and measure mass and in grams and kilograms and volume and capacity in litres and millilitres. Children will also add and subtract masses, volumes and capacities find equivalent masses, volumes and capacities and will compare masses, volumes and capacities as well as using knowledge of mass, volume and capacity to solve problems.</p>
Science	<p><b>Animals including humans</b>  Children will:</p> <ul style="list-style-type: none"> <li>Identify and group animals with and without skeletons</li> <li>Match animals to their skeletons and explain their reasons for this</li> <li>Explore ideas about what would happen if humans did not have skeletons</li> <li>Identify which bones are used for support, protection, and movement</li> <li>Compare straight arms and bent arms by measuring around the top of an arm and noticing changes.</li> </ul> <p><b>Forces and magnets</b></p>

	<p>Children will:</p> <ul style="list-style-type: none"> <li>• Understand forces are pushes and pulls, can change the motion of an object as well as its speed.</li> <li>• Understand that forces act in opposite directions to each other and understand how friction works.</li> <li>• Experiment with different surfaces to investigate friction.</li> <li>• Understand that magnets produce an area of force around them called a magnetic field.</li> <li>• Understand that when objects enter this magnetic field, they will be attracted to or repelled from the magnet if they are magnetic.</li> <li>• Understand that when magnets repel, they push each other away and when magnets attract, they pull together.</li> <li>• Investigate which objects are attracted to magnets</li> </ul>
Latin	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To improve knowledge of English grammar concepts, including: identification of nouns, types of noun and their roles in English</li> <li>• To identify subject of the sentence, direct object of the sentence, singular and plural</li> <li>• To identify verbs and adverbs</li> <li>• To use grammatical units to construct spoken Latin</li> <li>• Greek mythology – King Midas</li> </ul>
PE	<p>In PE our topics are:</p> <p><b>OAA</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To develop co-operation and teamwork skills</li> <li>• To develop trust and teamwork</li> <li>• To involve all members in an activity and work towards a collective goal</li> <li>• To develop ability to listen and follow instructions</li> <li>• To draw a route using directions and be able to orient a map and navigate around a grid</li> </ul> <p><b>Football</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To develop controlling the ball and dribbling under pressure</li> <li>• To develop passing to a teammate.</li> <li>• To be able to control the ball with the ball using an inside and outside hook</li> <li>• To jockey / track an opponent</li> <li>• To be able to apply the rules and tactics learnt to play in a football tournament</li> </ul> <p><b>Netball</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To develop passing and moving and play within the footwork rule</li> <li>• To develop pushing and moving towards a goal</li> <li>• To develop movement skills to lose a defender</li> <li>• To defend an opponent and try to win the ball</li> <li>• To develop shooting actions</li> <li>• To play using netball rules</li> </ul> <p><b>Gymnastics</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To create interesting point and patch balances</li> <li>• To develop stepping into shape jumps with control</li> <li>• To develop straight, barrel, and forward roll</li> <li>• To transition smoothly into and out of balances</li> <li>• To create a sequence with matching and contrasting actions and shapes</li> <li>• To create a partner sequence incorporating equipment</li> </ul>

<b>PSHE &amp; Relationships education</b>	<p><b>Get Heart Smart</b></p> <p><b>Too much selfie isn't healthy</b> Children learn:</p> <ul style="list-style-type: none"> <li>• About ways to show love to others</li> <li>• How to help others and how this feel</li> <li>• How to respond to an emergency</li> <li>• The impact kindness has on others</li> <li>• The importance of listening to each other and working together</li> <li>• What information we should keep private</li> </ul> <p><b>Don't hold onto what's wrong</b> Children will learn:</p> <ul style="list-style-type: none"> <li>• To forgive and why that is important</li> <li>• What the effects of saying sorry are</li> <li>• To describe the difference between forgiving and not</li> <li>• How to build trust</li> <li>• To recognise and challenge stereotypes</li> </ul>
<b>Music</b>	<p><b>Reggae</b></p> <ul style="list-style-type: none"> <li>• In this unit the children will listen and appraise the song 'Three Little Birds' by Bob Marley</li> <li>• The children will identify the structure using the following vocabulary: introductions, verse and chorus. They will also identify different instruments used within the song.</li> <li>• The children will also use glockenspiels to copy and play back using notes C and D. The children will also play instrumental parts, improvise and compose.</li> <li>• The children will also perform and share the song 'Three Little Birds'</li> </ul> <p><b>The Dragon song</b></p> <ul style="list-style-type: none"> <li>• In this unit the children will experience and appraise the Dragon Song which is about kindness, respect, friendship acceptance and happiness. They will also use clapping to support them in identifying the pulse and rhythm of the song. The children will also learn the song, learn to play the song and also perform the song.</li> </ul>
<b>Design Technology</b>	<p><b>Making it move:</b></p> <p>Child will learn to:</p> <ul style="list-style-type: none"> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>• Select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand and use mechanical systems in their products</li> </ul>

<b>Art and Design</b>	<p><b>Art and Design will be linked to the History topic and will focus on Mosaics.</b></p> <p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate and analyse creative works using the language of art, craft and design.</li> <li>• Learn about great artists, architects and designers in history.</li> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• Create sketchbooks to record their observations and use them to review and revisit ideas</li> </ul>
<b>RE</b>	<p><b>Christianity (Incarnation/GOD – What is the Trinity?</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• To identify the difference between ‘Gospel’ and a letter</li> <li>• To offer suggestions about what texts about baptism and Trinity might mean</li> <li>• To give examples of what these texts mean to some Christians today</li> <li>• To describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live</li> <li>• To make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like</li> </ul>
<b>Computing</b>	<p><b>Sequencing sounds</b> How to create sound sequences in a block-based programming language to make music.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To plan a sequence of sounds</li> <li>• To identify the need to work consistently and carefully</li> <li>• To review and improve a sound sequence</li> </ul> <p><b>Branching databases</b> How to build and use branching databases to group objects using yes/no questions.</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To create questions with yes/no answers</li> <li>• To create a branching database</li> <li>• To explain why it is helpful for a database to be well structured</li> <li>• To identify objects using a branching database</li> <li>• To identify the object attributes needed to collect relevant data</li> <li>• To compare the information shown in a pictogram with a branching database</li> </ul>