Year 3 Learning Overview – Spring Term

Science	Geography	DT	French
Forces: Friction and Magnets The class will learn that some forces need contact between two objects, but a magnetic force can act at a distance. They will observe how magnets attract or repel each other and attract some materials and not others. They will learn how to practically enquire through fair testing, gathering and recording evidence and forming conclusions. **Movement and Nutrition for the Human Body** Children will learn what animals need to survive, looking at the importance of nutrition and staying healthy. They will research the purpose of the skeleton and muscles. Children will plan an experiment where they will see which features affects an individual's performance.	**Local and National: Comparing localities** Children will use maps of the UK to locate the countries that make it up, and some of their towns, cities & counties (mainly English). They will be identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. They will explore Hadrian's Wall, Newcastle, Cumbria, Northumberland, The Devil's Highway, Crowthorne, Reading and Berkshire. **Global: France** Children will use maps to locate key locations and geographical features of France. They will be identifying human and physical characteristics, key topographical features and land-use patterns. They will also explore food regions, seasonality and use compass-direction vocabulary.	**Board Games** Children will design and make a board game to help a Year 3 child revise an area of learning. They will plan and draw their ideas, practise making 3D shapes, and use pre-drawn nets to accurately cut, score and fold card game pieces. Children will then play and test their games with others to see how well they work. **Pizzas** Children will design and make a pizza for a supermarket's new healthy eating range. Children will learn to chop, grate and mix ingredients to make a tasty pizza. They will be taking flavour, texture and shape into account when designing it – to meet a design brief and fulfil criteria identified during market research.	**Musical Instruments** To read/say up to ten musical instruments. To say 'I play/do not play' Je Joue... **Fruits and Vegetables** To learn, say and read the names of common fruits and vegetables. To express preference - I like/dislike

Computing	Music	PSHCE	PE	RE
Programming Sequence in Music Children will learn how to use scratch programming including learning commands, coding and sequencing. **Branching Databases** Children will learn how to understand and create a database, creating questions about the data.	**March from the Nutcracker** In this unit, children learn about the structure of rondo form (A-B-A-C-A). They develop a sense of beat and rhythmic pattern through movement. **From a Railway Carriage** In this unit, children explore ways to create word-based pieces of music and how to communicate atmosphere and effect. Children listen to and compare how different composers have approached creating word-based compositions	**Power of words** – children learn how words can be hurtful. **Social Media Body Confidence** – children learn how text and media on the internet can be changed and manipulated. **Democracy and Law** – children learn about democracy and being involved in decision making processes. **Culture and Liberty** – Children learn about the freedom and the right to choose. **Relationships with others** – children find out about different kinds of relationships and how important they are to us	**Yoga** **Gymnastics** **Striking & Fielding** **Football**	**Sikhism** Children will be learning about the Sikh religion. We will look at a number of stories from the Sikh religion and the influence of Guru Nanak. We also study Sikh celebrations including Diwali.

English

In English we will be looking at:

Spelling, Punctuation and Grammar
Children will be continuing to learn spelling rules from our spelling scheme. Their punctuation and grammar focuses will be taught weekly with each week focused on embedding the learnt rule into their work.

Flotsam by David Wiesner
Children will be creating narratives for this story that has no words; utilising all of the skills they were learning and practicing last term. They will be focusing on writing to entertain. In addition to this, the children will also be writing in other styles for a variety of purposes, including non-chronological reports to inform, information texts to persuade and opinion pieces to explore a character's point of view.

The Hodgeheg by Dick-King Smith
Children will look at how to introduce characters and settings into a story more effectively. They will learn how to create action in their writing and revise dialogue rules, and how to make effective choices when using dialogue. Children will revise sentence structures and look at how to create effect within their writing by using different sentence types and lengths. Children will revise the rules regarding possessive apostrophes in their writing.

Assorted Poetry including *The Black Book of Colours* by Menena Cottin and *Please Mrs Butler* by Allan Ahlberg
Children will look at how Menena Cottin created poetry to communicate what colours are to people who are blind. We will explore and learn the impact metaphors can have in poetry and the children will use their senses to write their own poems.
Children will read a variety of dialogue poems and learn the features of this type of poetry by writing their own. They will also rehearse, perform and evaluate their own poetry performances in small groups.

The Minpins by Roald Dahl
Children will be developing their story writing skills even further by creating their own version of the Roald Dahl's *Minpins* story. They will learn how to create suspense in their writing by using different sentence starters and sentence types as well as developing their own character descriptions and settings to make the story their own.

The vision for our school:
Inspiring and enabling our school community to live life to the full, promoting excellence and nurturing our school values of
respect, compassion, honesty, resilience and collaboration.

John 10 v 10:
Jesus said: "I have come that they might have life, and have it to the full"

Additional Information:
PE days: Tuesday and Wednesday

Reading - Read every day (minimum of three times a week) for 20 minutes, with a parent/guardian signing the Reading Record once a week. We advise adults to sign at the end of the last entry before records are checked (on Monday morning).
Spellings – Each week we will focus on a particular spelling rule. This will be taught on Mondays and revisited on Tuesdays and Wednesdays. On Wednesdays, children will then be sent home with a homework sheet to continue revisiting this learning at home. These sheets will need to return to school the following Monday.

Other ways to support learning at home:
SMART Learning Tasks – Spelling practise, Maths activities (as set/requested) and daily reading.
Worksheets/Projects - Posted on the class page or sent home with the children when appropriate or required.
Times-tables practice – Reciting, singing, *Hit the Button*, *Mathsframe,* etc…

Maths	
Number and place value; Mental addition and subtraction; Problem solving,	Rehearse place value in 3-digit numbers, order them on a number line and find a number in between; compare number sentences; solve additions and subtractions using place value; multiply and divide by 10; count in steps of 10, 50 and 100.
Mental addition and subtraction; multiplication and division; Statistics; Problem solving,	Add pairs of 2-digit numbers using partitioning (crossing 10s, 100 or both) and then extend to add two 3-digit numbers (not crossing 1000); recognise and sort multiples of 2, 3, 4, 5, and 10; double the 4 times-table to find the 8 times-table; derive division facts for the 8 times-table; multiply and divide by 4 by doubling or halving twice
Fractions, ratio and proportion; Problem solving,	Identify 1/2s, 1/3s, 1/4,s 1/6s, and 1/8s; realise how many of each make a whole; find equivalent fractions; place fractions on a 0 to 1 line; find fractions of amounts
Geometry: properties of shapes; position and direction; Measurement	Recognise right angles and know they are 90°; understand angles are measured in degrees; recognise ° as the symbol for the measurement of degrees; name and list simple properties of 2D shapes; begin to understand and use the term perimeter to mean the length/distance around the edge of a 2D shape; begin to calculate using a ruler; know a right angle is a quarter turn; know 360° is a full turn; begin to understand angles and identify size of angles in relation to 90°
Number and place value; Mental addition and subtraction	Place 3-digit numbers on empty 100 number lines; begin to place 3-digit numbers on 0-1000 landmarked and empty number lines; round 3-digit numbers to the nearest ten and to the nearest hundred; use counting up as a strategy to perform mental subtraction; subtract pounds and pence from five pounds; use counting up as a strategy to perform mental subtraction of amounts of money; subtract pounds and pence from ten pounds
Number and place value; Problem solving, reasoning and algebra; Written addition and subtraction	Understand place-value in 3-digit numbers; separate 3-digit numbers into hundreds, tens, and ones; add two 3-digit numbers using vertical written addition; add 2- and 3- digit numbers using vertical written addition
Mental addition and subtraction; Written addition and subtraction; Problem solving, reasoning and algebra	Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)
Measurement	Tell the time to the nearest minute on analogue and digital clocks (minutes past and minutes to); time events in minutes and seconds; find a time after a given interval (not crossing the hour); calculate time intervals; solve word problems involving time
Number and place value; Mental addition and subtraction; Problem solving, reasoning and algebra	Order 3-digit numbers and find numbers between; solve subtractions of 3-digit - 3-digit numbers using counting up (Frog); use counting up and counting back as strategies to perform mental subtractions; choose to solve a given subtraction by counting up or counting back
Mental multiplication and division; Written multiplication and division; Problem solving, reasoning and algebra	Double and halve numbers up to 100 by partitioning; solve word problems involving doubling and halving; multiply numbers between 10 and 25 by 1-digit numbers using the grid method; divide multiples of 10 by 1-digit numbers using known tables facts; see the relation between multiplication and division
Mental addition and subtraction; Written addition and subtraction; Problem solving, reasoning and algebra	Add two 2-digit numbers mentally; add 2-digit to 3-digit numbers mentally using place value and rounding; add two 3-digit numbers using expanded written method (answers under 1000); begin to move tens and hundreds moving towards formal written addition; add two 3-digit numbers using expanded column addition; investigate patterns in numbers when adding them; choose to solve addition using a mental method or expanded column addition (written method)