

Religious Education

Branch 3: Galilee to Jerusalem

- Catholics believe the Adoration of the Magi shows that all people are seeking Jesus and he comes for the whole world.
- Catholics believe the kingdom of God begins in all those who open their hearts to God's love.
- Catholics believe the miracles that Jesus worked expressed his love for all people.
- Catholics believe the parables of Jesus show the choices people must make to accept his invitation to the kingdom.
- Catholics believe the parables of Jesus show the choices people must make to accept his invitation to the kingdom.
- Catholics believe that the saints worked to build the kingdom of God.

Branch 4: Desert to Garden

- Catholics believe that in the miracle of the loaves Jesus expressed his love for all people
- Catholics believe that at The Last Supper Jesus instituted the Eucharist and showed his love by giving the gift of himself transformed into bread and wine.
- Catholics believe Holy Week begins on Palm Sunday and marks the celebration of Jesus' passion, death and resurrection.
- Catholics believe Holy Week begins on Palm Sunday and marks the celebration of Jesus' passion, death and resurrection.
- Catholics believe in the corporal and spiritual acts of mercy.
- Catholics believe some people live their lives as the works of mercy for those oppressed by poverty.

English:

In English we will be building on foundational grammar skills, improving our handwriting, reading a range of poems, fiction and non-fiction books, writing to inform and entertain.

Writing to entertain:

- Short stories
- Limerick

Writing to inform:

- Modelled Speech
- Adverts

Grammar:

- Speech
- Tenses
- Adverbs
- Prepositions

Handwriting:

- Write in a joined and neat handwriting style

Science:

Soils

Pupils should be taught to:

- recognise that soils are made from rocks and organic matter.
- explore different soils and identify similarities and differences between them
- raise and answer questions about the way soils are formed.

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.

Art:

Watercolour, paint and pastels

- Experiment with water colour paint and pastels.
- Mix colours and know which are primary, secondary and tertiary colours.
- Experiment with water colour paint effects – washes, splashes.

Key artists:

- Claude Monet
- Seurat - Pointillism
- Zaha Hadid

Mathematics:

Multiplication & Division

- Represent multiplication and division in contexts, represent multiplication and division contexts using a bar model. explore commutativity, apply knowledge of factors, Understand the inverse relationship between multiplication and division, Use the inverse to find related facts, Apply knowledge of the inverse, explore the relationship between the four- and eight-times table

Calculating with multiplication and division

- Explore patterns in the multiples of 8, find ten times the size, multiply by 10, divide by 10, scale facts by 10, derive facts, multiply a 2-digit number (no regrouping), multiply a 2-digit number (with regrouping), division structures, sharing and grouping in context, divide a 2-digit number (no regrouping) and solve correspondence problems.

Time

- Develop an understanding of clocks, read analogue clocks to the nearest minute, tell the time using a.m. and p.m., read digital clock format, read and order times in words, analogue or 12-hr digital formats, explore units of measured time, measure intervals of time in seconds and in minutes and seconds, calculate and compare intervals given start and finish times and solve problems using knowledge and understanding of time.

Fractions

- Describe part-whole relationships, recognise parts that are equal and that are not equal, identify and describe unit fractions. find fractions of a given quantity (unit fractions only), represent fractions using Cuisenaire, identify and describe non-unit fractions, find non-unit fractions of a given quantity, compare fractions with the same denominator, compare unit fractions, recognise equivalent fractions and add and subtract fractions with the same denominator

Year 3 Spring term

What are Rivers and How are they Used?



What did the Ancient Egyptians

believe?



Computing:

Computing systems and networks 2: Emailing

- Children learn how to send emails with attachments and discover how to be a responsible digital citizen by thinking about the contents of what is sent. This unit is compatible with Microsoft devices.

Data handling: Comparison cards databases

- By learning about records, fields and data, the children further explore the concepts of sorting and filtering.

Geography:

What are Rivers and How are they Used?

- To describe how the water cycle works.
- To recognise the features and courses of a river.
- To name and locate some of the world's longest rivers
- To describe how rivers are used.
- To identify and locate human and physical features on a map.
- To collect data on the features of a local river.

History:

What did the Ancient Egyptians believe?

- To ask questions about sources from ancient civilisations.
- To explain the significance of the River Nile to ancient Egyptian civilisation.
- To evaluate the importance of ancient Egyptian hieroglyphics.
- To use a range of sources to explore the importance of gods and goddesses in ancient Egypt
- To investigate beliefs about the afterlife in Ancient Egypt.
- To evaluate continuity and change by identifying what happened to the pharaohs when they died.

D&T:

Digital world: Wearable technology

- Designing digital wearable technology and developing a program and housing for a Micro: bit, this unit includes new teacher and pupil videos, with an increased focus on evaluation and the use of a virtual Micro: bit.

P.E.:

The children will learn to:

- Improve their basic skills.
- Invasion games
- Dance
- Gymnastics

PSHE:

Personal relationships

- Family, Friends and others
- When things feel bad

Life online

- Sharing online
- Chatting online

Keeping Safe

- Safe in my body
 - Drugs, alcohol and tobacco
- First aid heroes

Music:

Musical Learning: Ukelele

- Strumming technique (tremolo) and rhythm
- Introduce reading tablature for the song
- Tab reading and chord transitions
- Introduce syncopated strumming patterns (down-up strokes)
- Syncopation and complex strumming
- Learn F major chord (two fingers)
- Learn to switch between A minor and F major chords

Musical Learning: Easter Production

- Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.
- Rehearse and learn songs from memory and/or with notation.
- Sing expressively, with attention to breathing and phrasing, staccato and legato.
- Sing 'on pitch' and 'in time'.