

Year 3

## Spring Overview



Tudor Grange Primary Academy

**Yew Tree**

### English:

#### Writing

In our writing lessons, we will be following The Write Stuff scheme by Jane Considine. Our stimulus will include texts called, 'Theseus and The Minotaur' (retold by Hugh Lupton and Daniel Morden, 'My Strong Mind' by Niels Van Hove and 'Robot Dog' by Mark Oliver.

#### Reading

Our focus for Reading lessons will be on the texts, 'Henry's Freedom Box' by Ellen Levine and 'The Lion, The Witch and The Wardrobe' by C.S Lewis. Children will develop their comprehension skills including prediction, summarising and inference.

Alongside this, children will have daily REAL reading sessions, where they will Relate, Empathise And Listen to a range of carefully selected texts. These texts will reflect a diverse range of voices and characters, have rich lyrical language and develop pupils' wider knowledge. Children will also have access to the school library at least once a week as well as our class book corner

### Mathematics:

Multiplication and Division, Length and Perimeter, Fractions, Mass and Capacity

- Multiples of 10
- Multiply a 2-digit by a 1-digit (with exchange)
- Divide a 2-digit by a 1-digit (including flexible partitioning and remainders)
- Scaling
- Measure in m, cm and mm
- Finding equivalent lengths
- Comparing and ordering lengths
- Adding and subtracting lengths
- Measure and calculate perimeter
- Compare and order (non)unit fractions
- Understand the whole
- Plot fractions on a number line
- Show equivalent fractions as bar models
- Use scales
- Measure mass in kg and g
- Compare, add and subtract mass
- Measure capacity and volume in l and ml
- Compare, add and subtract capacity and volume

### Science:

#### Forces and magnets

For science in Spring 1, the children will be carrying out experiments and engaging in activities that explore how forces work and how they can be adapted with different variables. They will explore magnetic forces, understand magnets have two poles and predict whether two magnets will attract or repel each other, depending on which way the poles are facing.

#### Light

During this unit, the children will recognise that they need light in order to see things and that darkness is the absence of light. We will notice how light is reflected from surfaces and recognise how shadows are formed, finding patterns in the way that the size of shadows change. We will also discuss how light from the sun can be dangerous and explore ways that we can protect ourselves.

<p><b><u>Computing:</u></b></p> <p><b><u>Programming A – Sequencing sounds</u></b></p> <p>This unit explores the concept of sequencing in programming through Scratch. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p> <p><b><u>Data and Information – Branching databases</u></b></p> <p>Children will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Children will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>	<p><b><u>Physical Education:</u></b></p> <p><b><u>Swimming</u></b></p> <p>Swimming is ongoing throughout the whole of Year 3; the children have weekly swimming lessons at George’s Swim Academy. They are grouped based on abilities so they can receive the best support for their individual needs.</p> <p><b><u>Spring 1- Personal best challenges</u></b></p> <p>The children will be taking part in a series of challenges that will develop their physical skills in a range of sports. During these challenges, they will start by recording their benchmark score, this will then be their target to beat. They will aim to continue improving their personal best score.</p> <p><b><u>Spring 2 – Gymnastics</u></b></p> <p>In gymnastics children are going to be learning a floor routine and a vault routine, which they will have opportunity to perform to one another. The children will be developing their balance, movement, strength, flexibility, coordination and more.</p>	<p><b><u>PSHE (Jigsaw):</u></b></p> <p><b><u>Dreams and Goals</u></b></p> <p>In Spring 1, the children will be thinking about their dreams and what is important to them. They will be developing their resilience, teamwork skills, problem solving skills whilst thinking of obstacles and challenges. Then thinking of ways to overcome this.</p> <p><b><u>Healthy Me</u></b></p> <p>In Spring 2, the children will develop their understanding on how exercise affects our bodies, why our hearts and lungs are so important, understanding when something feels safe or unsafe. They will develop an understanding and awareness of how to take care of their bodies.</p>
<p><b><u>History</u></b></p> <p><b><u>Romans in Britain</u></b></p> <p>The children will be exploring the development of the Roman Empire and its impact on Britain. We will discuss the power of the Roman Army, how their invasions were successful as well as the British resistance they faced. Children will make links between Roman Britain and Britain</p>	<p><b><u>Geography</u></b></p> <p><b><u>Mapping the World</u></b></p> <p>Children will learn how to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and</p>	<p><b><u>Religious Education:</u></b></p> <p><b>How can I show devotion?</b></p> <p>In this topic we will be exploring what ‘devotion’ means, and how religions show devotion. We will discuss several faiths during this topic including <b>Christianity, Hinduism, Sikhism, Islam, and Judaism.</b></p> <p><b>Why do we call Jesus our saviour?</b></p> <p>In this topic we will be exploring what saviour</p>

today, identifying the impacts had on culture, beliefs and technology.	human characteristics, countries, and major cities	and sacrifice means, specifically relating to <b>Christianity</b> – exploring why Christians believe Jesus is their saviour.	
<p><b><u>Art and Design:</u></b></p> <p><b><u>Sculpture</u></b></p> <p>Children will explore 3D work using a range of materials, learning how to produce, join and decorate models confidently. They will be taking inspiration from the artist Georgia O'Keefe. Children can adapt work when necessary and explain why. Pupils will work with clay, developing a range of techniques.</p> <p><b>Artist study: Georgia O'Keefe</b></p>	<p><b><u>Design and Technology:</u></b></p> <p><b><u>Electronic Charm</u></b></p> <p>For D&amp;T in Spring, the children will be developing their problem solving skills by suggesting potential features on a Micro:bit and justifying their ideas. They will write a program that initiates a flashing LED panel, or another pattern, on the Micro:bit when a button is pressed. Children will be selecting and using the appropriate tools and equipment for cutting, joining, shaping and decorating a foam pouch. To conclude our unit, we will be analysing and evaluating our final product.</p>	<p><b><u>Music:</u></b></p> <p><b><u>Glockenspiel Stage 2</u></b></p> <p>This unit is further developing children's skills when reading music and developing their understanding of the language of music through playing the glockenspiel. This builds upon their prior learning from last half term.</p> <p><b><u>The Dragon Song</u></b></p> <p>This is a song about kindness, respect, friendship, acceptance, and happiness. We will be using the skills that we have learnt so far to help us with this unit, so first we will learn to sing the song and then play the glockenspiel alongside this.</p>	<p><b><u>Languages:</u></b></p> <p><b><u>Latin – Unit 2</u></b></p> <p>In this unit we will be exploring present tense verbs, looking at verb orientation and verb endings. We will use this learning to explore Greek gods and mythical monsters.</p>

