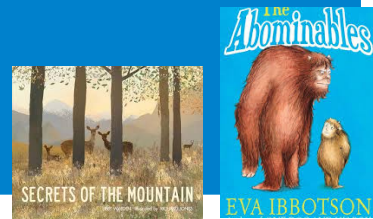


## English

Our key texts this term are 'The Abominables' by Eva Ibbotson and 'Secrets of the Mountain' by Libby Walden.

Year 3 will be looking at a range of genres including non-fiction and fiction texts. The children will be learning:

- How to write non chronological reports (Non-fiction).
- Suspense (Fiction).
- Kennings (Poetry).
- Journalistic writing (Non-fiction).
- Openings and Endings (Fiction).



## Maths



### Numbers to 1000 and Column Method:

- Add/subtract to/from a three digit number in ones, moving on to bridging 100.
- Measure mass from zero above 1kg using whole kg and grams.
- Measure volume from zero above 1 litre using whole litres and ml.
- Solve multi-step addition and subtraction problems.
- Add a pair of 2-digit numbers using column addition with regrouping.
- Use our knowledge of column addition to solve problems.

### Multiplication and division - 2, 4 and 8 times tables

### Unit fractions:

- Identify a whole and the parts that make it up.
- Identify how many equal parts a whole has been divided into.
- Use fraction notation to describe an equal part of the whole.

## Science

### Animals, including Humans:

We will be personal trainers helping a range of clients to eat a healthy balanced diet that meets their physical needs.



- Why is it important to eat healthily?
- Why should I have a balanced diet?
- How many sweets should I eat?
- What types of skeletons are there and what do they do?
- Why do we need muscles?

## Art

### Colour:

- To experiment with different effects and textures including colour, washes, thickened paint etc.
- Use specific colour language for example, tint, tone, shade and hue.
- Experiment with watercolour.



## DT

### Mechanisms (levers & linkages):

- Design a pop-up information book about rivers.
- Select and use tools with some accuracy to cut, shape and join paper and card.
- To investigate and analyse their own and others' products with lever and linkage mechanisms.

## RSHE



- Risks and hazards.
- Safety in the local environment and unfamiliar places.
- Personal strengths and achievements.
- Managing and reframing setbacks.
- Healthy choices and habits.
- What affects feelings and expressing feelings.
- Bullying versus banter, what is a friendly joke and what is unkind and bullying behaviour.

## RE

- Identity - daily life of a Muslim.
- Practices - how people express their beliefs.
- Social Action - putting beliefs into action.
- Easter Focus - The Last Supper.

## Online Safety

### Learning about:

- Online reputation
- Online bullying
- Managing online information

## Computing



### Programming:

- Events and actions in programs.
- Writing algorithms and programs that use a range of events to trigger sequences of actions.

## Geography

### Locational Knowledge:

- Name and locate counties and cities of the United Kingdom, geographical regions.
- Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).
- Land-use patterns and understand how some of these aspects have changed over time.

### Geographical Skills and Fieldwork:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### Human and Physical Geography:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

## PE

To play competitive games, to develop flexibility, strength, technique, control and balance.

**Netball, Dance, Basketball, Gymnastics.**



## Music



- Sing and play high and low sounds.
- Develop an understanding of structure by exploring and ordering rhythms.
- Develop their singing technique.
- Group performance (Spring Concert).

## French

- To perform a finger rhyme in French.
- To recognise and name colour words.
- To describe shapes by their colour.
- Using adjectives to describe shapes of different colours and sizes.
- Using shapes like the French artist Matisse.
- Counting in French.
- Saying how old are you in French.
- Reading French numbers.