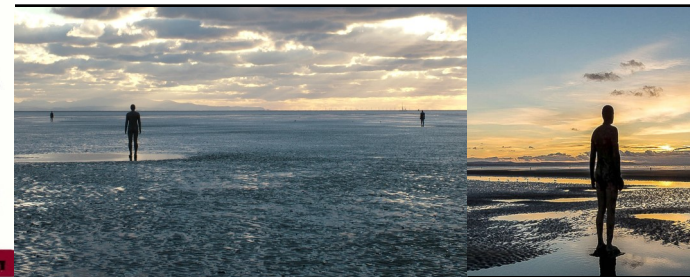


Year 3

Spring 1

Iron Man

Ted Hughes
the Iron
man



English



We will be writing a prologue in 1st person to entertain the readers of The Iron Man. Our prologue will explain how the Iron Man came to exist.



For our second writing journey we will be writing a newspaper report to inform citizens about the appearance of the Iron Man.



For our last writing journey, we will be writing a diary as Shaun to inform his parents about the lost things..



Reading



This half term we will be focusing on developing fluency in reading by noting the unusual correspondences between spelling and sound. We will be investigating different themes through our VIPERS. Two of the skills we will develop is locating and retrieving information as well as predicting using details that are stated and implied.

Reading at Home

These are some books you can read together that will help them with their learning:

- Use your Oxford Owl Login to explore the books they offer
- Books by Ted Hughes
- The Little Pebble
- The Lost Thing
- Books about the environment
- Books about coasts

Handwriting

We will continue to review previous joins. We will begin introducing joining b and p: diagonal join with no ascender and then develop this into joining b and p with no ascender to an anti-clockwise letter.

Spelling and Phonics

Now your children are starting Year 3, we expect that they should know the majority of the Year 2 common exception words most of the time. Any spellings that we identify to need more practise, will be sent home to be learnt at the beginning of the term.

Each week we will be learning a new spelling rule which we will send home to be practised as weekly homework. These will be tested every Wednesday and we will provide a variety of approaches to practising these at home.

A rule the children will be learning is adding suffixes beginning with vowel letters to words of more than one syllable.

Maths

Multiplication and Division

This half term we will begin focusing on multiplication and division in our maths learning. The three main learning objectives that we will be focusing on during lessons are;

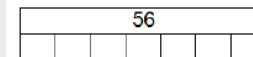
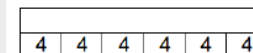
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

Measurement

Following on from multiplication and division we will focus our learning onto measurement. The three main learning objectives that we will be focusing on during lessons are;

- Measure, compare, add and subtract: lengths (m/cm/mm).
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Measure the perimeter of simple 2D shapes.

Complete the bar models.



Kate arranges her flowers so there are 4 in a vase.



How many flowers does she arrange?

How long is the pencil?



<p>About the Topic!</p> <p>“The Iron Man came to the top of the cliff. How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows”.</p> <p>This half term we will investigate different features we know about the Iron Man. Such as coasts in Geography, the Iron Man sculptures by Antony Gormley in Art.</p>	<p>Geography</p> <ul style="list-style-type: none"> Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including, coasts), and understand how some of these aspects have changed over time. 	<p>Art</p> <ul style="list-style-type: none"> make observations about starting points, and respond positively to suggestions; adapt and refine ideas; cut, make and combine shapes to create recognisable forms; use clay and other malleable materials and practise joining techniques; 	<p>Science</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others 	<p>ICT</p> <ul style="list-style-type: none"> write a program, putting commands into a sequence to achieve a specific outcome; give a set of instructions to follow and predict what will happen; keep testing a program and recognise when it needs to be debugged;
<p>Wider Curriculum <u>Community</u></p> <p>On Tuesday’s we are learning how to play African instruments. By the end of the Spring term we will perform what we have learnt to our St James community.</p>	<p>Year 3</p>			<p>Enrichment Opportunities</p> <p>This term we will have the opportunity to learn music from a trained professional. This term we will be learning to play African Drums!</p>
	<p>Spring 1</p>	<p>Iron Man</p>		<p>Vocabulary</p> <p>Iron Man, coast, sculptures, programming, forces, magnets</p>
	<p><i>Who is the Iron Man?</i></p>			
<p>Taking Risks!</p> <p>Working collaboratively, we will use varied materials to create parts of an Iron Man. We will then put together all the parts to create one Iron Man sculpture.</p>	<p>French</p> <ul style="list-style-type: none"> "Recalling, with generally accurate pronunciation, all numbers one to six. Joining in with the song and actions, and responding to numbers by showing fingers or ticking on whiteboards. 	<p>R.E</p> <ul style="list-style-type: none"> describe the meaning of <i>ritual</i>. describe the rituals practised by Jews during Sukkot. evaluate the significance of ritual by describing the value of the Sukkot rituals for Jews and by describing an issue raised. 	<p>PSHE</p> <ul style="list-style-type: none"> Recognise that there are many different types of family Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community' 	<p>Food for Thought!</p> <p><i>Topics/Questions you might talk about as a family....</i></p> <p>Who is the Iron Man?</p> <p>Where did the Iron Man come from?</p> <p>What coasts do you know?</p>

Year 3

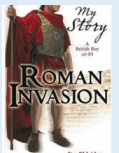
Spring 2

Romans

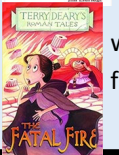
English



We will be writing to entertain the children at St James by writing a Spring themed poem.



We will then be writing to inform current day historians by writing a setting description.



In our final writing journey we will be writing to persuade Mary (a character from the book) to not visit Rome.

Spelling and Phonics

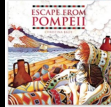
We will continue to consolidate the previous common exception words for Years 1 and 2 while continuing to learn the year 3 and 4 common exception words.

We will begin to learn the following rules during Spring 2;

- The long and short vowel sound 'oo'.
- The long 'i' sound spelt as 'igh'.
- The /or/ sound. The vowel digraph 'or' and tri-graph 'ore'.

To support your child in practicing their spellings, please

Reading



In Spring 2, we will be continuing to *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*

Two of the VIPER skills we will be learning this half term will be to understand and discuss underlying themes in a text. In addition we will use inference and use extracts from the text to justify our inferences.

Reading at Home

These are some books you can read together that will help them with their learning in school.

- Use your Oxford Owl Login to explore the books they offer
- *Jeremy Strong: Romans on the Rampage*

Handwriting?

We will continue to consolidate previously learnt joins while we begin to learn parallel ascenders in relation to high frequency words and adding y to root words.

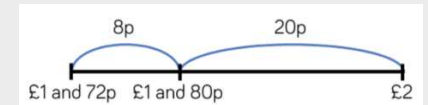


Maths

Money

During the start of the Spring 2 half term we will be learning how to count in pounds and pence. The following learning objectives we will learn are;

- To recognise pounds and pence
- To convert amounts into pounds and pence
- To add and subtract money
- To give an amount in change



Statistics

Group	Number of cupcakes eaten
1	
2	
3	
4	
5	

Key
 = 5 cupcakes

Sport	Tally	Total
Football		15
Tennis		
Rugby		
Cricket		
Basketball		

We will also be focusing on statistics. The follow-

<p>About the Topic!</p> <p>Who were the Romans? What did they ever do for us?</p> <p>Throughout the next 6 weeks, we will be learning all about the Roman Empire and how it impacted Britain.</p> <p>We will identify what the Romans did has impacted us today.</p>	<p>History</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Gather more detail from sources such as maps to build up a clearer picture of the past. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Explain how people and events in the past have influenced life today. • Describe connections and contrasts between aspects of artefacts studied. 	<p>Art</p> <ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining. • Use inspiration from famous artists to replicate a piece of work. • Express an opinion on the work of famous, notable artists and refer to techniques and effect. • Select appropriate materials, giving reasons. 	<p>ICT</p> <ul style="list-style-type: none"> • Talk about the different ways data can be organised. • Sort and organise information to use in other ways. 	<p>PE</p> <ul style="list-style-type: none"> • To send and receive a ball. • To travel with a ball. • To travel with a ball with control. • To use simple tactics to outwit an opponent. • To apply basic principles suitable for attacking.
<p>Wider Curriculum</p> <p><u>Rwanda</u></p> <p>While learning about the impacts the Romans had on Britain and how these effect our lives today, we will compare</p>	<p>Year 3</p>			<p>Enrichment Opportunities</p> <p>During art we will learn how to appropriately stitch, cut and join pieces of fabric together in order to create our own Roman purses.</p>
	<p>Spring 2</p>	<p>Romans</p>		<p>Vocabulary</p> <p>Conquer, romans, empire, army, Bou-dicca, settlement</p>
	<p><i>What did the Romans ever do for us?</i></p>			
<p>Taking Risks!</p> <p>We will be learning all about what the Romans did for us during this half term.</p> <p>We will then create group presentations about what the</p>	<p>French</p> <ul style="list-style-type: none"> • Showing understanding with a physical response. Attempting good imitation of pronunciation. • Their ability to correctly identify masculine and feminine nouns in written form. 	<p>R.E</p> <ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. 	<p>PSHE</p> <ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body. • Explain what is meant by the term 'balanced diet'. • Give examples what foods might make up a healthy balanced meal. 	<p>Food for Thought!</p> <p><i>Topics/Questions you might talk about as a family....</i></p> <p>How was Britain influenced by the Roman Empire?</p> <p>What was Britain like at the time when the Romans invaded?</p>