



Theme Overview

Robins ~ Year 3 ~ Spring Term



| Science | Geography/ History | Art & Design and Technology | |
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| <p>Animals and Humans</p> <ul style="list-style-type: none"> • Our learning in Science this half term will focus on Animals, including humans, considering what is needed to be healthy and to grow. • We will learn about skeletons and their function, alongside muscle groups and how bones and muscles work together to support bodies. • As being healthy requires a balanced diet, we will also learn about food groups and what bodies need in order to grow and keep fit. | <p>Human and Physical</p> <ul style="list-style-type: none"> • We will develop our knowledge of the countries of the world, as well as thinking about how and why climates differ and how this impacts the animals that live there. • We will also be continuing to learn about the Romans and how they have influenced our life today. | <p>Bodies</p> <ul style="list-style-type: none"> • We will learn how to use pen, charcoal and felt tips to create observational drawings. • We will explore the work of artists such as Julian Opie, Vivienne Westwood and Henry Moore. • We will be developing our sketching and mark making skills as we learn to show further detail in our drawings of human and animal bodies. <p>Textiles</p> <ul style="list-style-type: none"> • We will be learning all about Mosaics and how the Romans used them and what for. We will be creating our own mosaic for the classroom. • We will be exploring the use of different materials and selecting the materials we think will work best for our mosaics. | |
| <p>English: Spoken, Reading, Writing, Spelling</p> | | <p>THEME</p> | <p>Mathematics</p> |
| <p>Core Text - 'I was a Rat' by Philip Pullman - Writing to entertain and persuade - This half term we will be using our core text to engage the children with a story with which they will empathise in order to develop their ability to describe characters. To continue to develop our speaking and listening skills we will be exploring the themes and issues in the book through discussion and drama strategies.</p> <p>Narrative: We will be learning how to identify and describe what a character looks and moves like using adjectives, verbs, adverbs and adverbials. We will also be learning how to infer what a character is like from the way that they are described and use this to write about one of the characters from the core text.</p> <p>Non Fiction: We will be learning about the features of arguments focusing on 'for and against' structure and the children will be planning and writing their own arguments, then taking part in a debate.</p> <p>Grammar: We will be developing the children's ability to use expanded noun phrases, adverbs and adverbials to detail when, why, how or where a verb happened, co-ordinating conjunctions to join two independent clauses, subordinating conjunctions to join a subordinate clause to an independent clause and write multi-clause sentences using conjunctions such as therefore, because, so, however, even so</p> <p>Reading: In our reading sessions we will be talking together about what the illustrations contribute to their understanding of a text, predicting what might happen next from what we have read, checking that the text makes sense by asking questions to deepen understanding and making inferences about characters' using hot-seating to examine a characters motivations and actions. Finally we will be identifying how language, structure,</p> | | <p>If you could be any animal what would you be and why?</p> <p>How can we become independent by working with others?</p> <p>No. of weeks: 5</p> <p>SPECIAL EVENTS World Book Day</p> | <p>Fractions</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Count up and down in tenths. Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 1.</p> |

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| <p>and presentation contribute to meaning in persuasive letters.</p> <p>Spelling: Daily spelling work will focus on the key spelling rules and words for Year 3: common prefixes and suffixes and how they act to change the meaning of the root word.</p> <p>Alongside spelling, we will also be developing our knowledge and use of Grammar to support our writing across the curriculum, for example the use of adverbs and adverbial phrases to give clear detail in description writing.</p> | | | <p>Computing</p> <p>Research project We will be learning how to use the internet safely and effectively when searching for information. We will be searching for information to use in our powerpoint presentation that we are creating. The powerpoint presentation will coincide with our topic of Romans.</p> |
| PSHE/ British Values | | RE | |
| <p>Valuing difference and Individual liberty</p> <ul style="list-style-type: none"> We will be learning to appreciate the uniqueness and diversity of human beings, to distinguish between needs and wants in our lives; to understand rights as those entitlements necessary for a full human existence; to learn about the skills of negotiation, decision-making and co-operation; to develop attitudes of openness and tolerance to the opinions of others and to understand and be able to use the terms 'rights' and 'responsibilities' as they apply to themselves and their lives. We will be developing a sense of fairness and debating issues linked to the rights of children. | | <p>Religious festivals. We will be exploring some festivals that are celebrated by different religions - Christian, Hinduism and Judaism. We are going to work collaboratively to produce a powerpoint presentation about these different festivals. We will learn about the different religions and explore what they celebrate and why.</p> | |
| <p>Languages</p> <ul style="list-style-type: none"> We will continue to have Mandarin once a week. | <p>PE</p> <p>Swimming/Dance</p> <ul style="list-style-type: none"> We will learn to swim competently, confidently and proficiently over a distance of at least 25m. P.E. will focus on structured dance as we prepare our performance. Evaluation of our performances and identifying areas for improvement is an area that we will be building our confidence in. | <p>Music</p> <p>Human Body - Structure (science link) Children will learn about the structure of music by learning skeleton dances and songs. Percussion instruments will be used to improvise, create rhythms and build a final skeleton dance/song.</p> | |

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