


<p>English</p> <p>Our English learning follows the National Curriculum 2014. We use it as a guiding framework and will we plan learning beyond its objectives in order to meet the needs of all pupils by enriching with challenge. We know that speaking, listening and reading skills are the foundation of developing high level literacy skills. Therefore we use the principles and guidance from The Power of Reading and Talk for Writing to ensure that our children have broad, balance and rich language and literature lessons using the highest quality texts and high quality first teaching to ensure every child reaches their potential. We want our children to be confident and skilled speakers and we ensure that we teach them the skills to present, debate and perform. We develop a love for reading by creating time and space for children to explore literature either independently or with adult guidance.</p> <p>We are reading: <i>Hot Air by Marjorie Priceman</i> <i>The Magic Paintbrush by Julia Donaldson</i></p> <p>We are writing: <i>Non-fiction (report)</i> <i>Fiction</i> <i>Poetry</i> <i>Instructions</i></p> <p>This term we are DEBATING -</p>	<p style="text-align: center;">Year 3 Spring Term – Explorers Is it easy to be an explorer?</p>  <p style="text-align: center;">Dates for your diary: Monday 14th January - Explorers day Friday 25th January – MFL Day Wednesday 6th February – Stay and Learn Wednesday 27th February – Parents’ Evening Thursday 7th March – World Book Day Tuesday 12th March – Stay and Learn Wednesday 27th March – Stay and Learn Friday 5th April – Easter Bonnet Parade Monday 1st April - Enrichment / community week</p>	<p>Maths</p> <p>Our Maths learning follows the National Curriculum 2014. We use it as a guiding framework and will plan learning beyond its objectives in order to meet the needs of all pupils, enrich with challenge and plan for breadth and depth in learning when appropriate. We teach all arithmetic and reasoning in the areas of number and place value, calculation, geometry and statistics. Children develop problem solving and critical thinking skills in order to become fluent and confidence mathematicians. Children learn practical and written methods to solve mathematical problems</p>
<p>History</p> <p>I am learning to:</p> <ul style="list-style-type: none"> understand when (on a time line) the period I am studying happened. use dates and terms related to the period I am studying. find out about everyday lives of people in the time I am studying identify reasons for and results of people’s actions look at representations of the period develop knowledge and understanding of British, local and world history. communicate what I learn (knowledge) through discussion, debate, drawing, drama and role play, making models, writing, ICT 	<p>Science</p> <p>I am learning to:</p> <p>Planning and Predicting</p> <ul style="list-style-type: none"> respond to suggestions and with help put forward ideas about testing. make predictions. consider what constitutes a fair test. plan and carry out a fair test. <p>Investigating and observing</p> <ul style="list-style-type: none"> make observations and comparisons. measure length, volume of liquid in standard measures using simple measuring equipment. use first- hand experience and simple information sources to answer questions. <p>Recording, analysing and evaluating</p> <ul style="list-style-type: none"> communicate findings in a variety of ways. say whether what happened was what was expected <p>Animals, including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right type s and amounts of nutrition. understand that animals, including humans, get nutrition from what they eat. explain why humans and some other animals have skeletons and muscles. 	<p>Computing Technology</p> <p>I am learning to:</p> <p>Programming- Turtle logo and Scratch</p> <ul style="list-style-type: none"> break an open-ended problem up into smaller parts. put programming commands into a sequence to achieve a specific outcome. keep testing my program and can recognise when I need to debug it. use repeat commands. describe the algorithm I will need for a simple task. detect a problem in an algorithm that could result in unsuccessful programming. <p>Online safety</p> <ul style="list-style-type: none"> talk about what makes a secure password and why they are important. protect my personal information when I do different things online. use the safety features of websites as well as reporting concerns to an adult. recognise websites and games appropriate for my age. make good choices about how long I spend online. ask an adult before downloading files and games from the Internet. post positive comments online

<p>Geography I am learning to: Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ask and respond to geographical questions analyse evidence and draw conclusions recognise that people hold different views about an issue and begin to understand some of the reasons why communicate findings in ways appropriate to the task or for the audience understand and use a widening range of geographical terms (specific topic vocabulary) use basic geographical vocabulary make more detailed fieldwork sketches/diagrams use fieldwork instruments use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features use four figure grid references. use the 4 points of a compass make plans and maps using symbols and keys <p>Locational Knowledge</p> <ul style="list-style-type: none"> locate counties in the UK on a map. locate some of the cities of the UK. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> identify physical and human features of the locality. explain about weather conditions/patterns around the UK and parts of Europe and a contrasting non-European country. <p>Place knowledge</p> <ul style="list-style-type: none"> recognise there are similarities and differences between places. develop an awareness of how places relate to each other. 	<p>PSHE I am learning to: Health and Well-being- Growing and changing</p> <ul style="list-style-type: none"> recognise their achievements and set personal targets for the future explore a wider range of feelings, both good and not so good I am learning that people can experience conflicting feelings at the same time <p>Relationships- Healthy Relationships</p> <ul style="list-style-type: none"> I am learning about listening to others and playing cooperatively I am learning about appropriate and inappropriate touch I am learning that hurtful teasing and bullying is wrong I am learning what to do if teasing and bullying is happening <p>Living in the wider world- Environment I am learning about looking after the local environment</p>	<p>PE I am learning to:</p> <p>Dance</p> <ul style="list-style-type: none"> begin to improvise independently to create a simple dance. begin to improvise with a partner to create a simple dance. begin to translate ideas from stimuli into movement with support. begin to compare and adapt movements and motifs to create a larger sequence. use simple dance vocabulary to compare and improve work. <p>Swimming</p> <ul style="list-style-type: none"> feel confident in getting in the water and moving around in different directions. float in the water on my back or front with the aid of a float. push off from the side and float across the pool. stay safe in water- stay in depth/signal for help/follow instructions and signs. jump into the pool with confidence. blow bubbles with my mouth and nose under water. <p>Games – Hockey & Skittleball</p> <ul style="list-style-type: none"> understand tactics and composition by starting to vary how they respond. vary skills, actions and ideas and link these in ways that suit the games activity. communicate with others during game situations. use skills with co-ordination and control. develop my own rules for new games. <p>Evaluation</p> <ul style="list-style-type: none"> watch and describe performances accurately. think about how I can improve my own work. work with a partner or small group to improve their skills. <p>Healthy Lifestyles</p> <ul style="list-style-type: none"> describe the effect exercise has on the body. explain the importance of exercise and a healthy lifestyle. understand the need to warm up and cool down.
<p>RE Pupils explore Christianity and the other principal religious and non-religious worldviews This term we are exploring:</p> <ul style="list-style-type: none"> Jesus' miracles Easter – forgiveness Chinese New Year (Geography link) 	<p>Music I am learning to:</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds. use and understand staff and other musical notation. 	