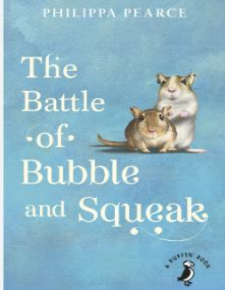






Curriculum Information - Year Three - Spring 2

<p>Class text</p>	<p>The Battle of Bubble and Squeak by Philippa Pearce</p>	
<p>RE</p> 	<p>Lent</p> <ul style="list-style-type: none"> This unit will help the children appreciate that during Lent, Christians resolve to change and try to become more like Christ. The children will be introduced to new Gospel stories about Jesus bringing change into the lives of people he encountered. <p>Holy Week</p> <ul style="list-style-type: none"> This unit helps to deepen the children's knowledge of some of the events of Holy Week and to deepen their understanding of the foundation of the Church's celebration of the Mass. 	 
<p>English</p> 	<p><u>Writing Outcome - To write a clear set of instructions explaining how to look after a living thing</u></p> <ul style="list-style-type: none"> Discuss why instructions must be clear, ordered and accurate. Identify features of an instruction text. (clear title /ordered steps/time words/cause-and-effect language/present tense) Use prepositions to express time and cause Use adverbs to sequence instructions Use conjunctions to express time and cause Independently form subordinate clauses Use present perfect and past perfect verb forms effectively Combine sequencing, clauses and tense choices Plan a full instruction text using a simple structure Write the full set of instructions clearly and logically. Pupils make simple additions, revisions and proofreading corrections to their own work. 	

Writing Outcome: To write an informal letter using an appropriate register for the reader

- Discuss how we speak vs how we write depending on who we are talking to.
- Explore two short model letters (one formal, one informal). Analyse differences in: vocabulary/tone/sentence openings/contractions
- Explore how formal language can be modulated into informal language.
- Introduce common spoken expressions children use (*gonna, didn't, can't, I'm*).
- Analyse who the letter is for and why it is being written. Discuss how audience affects: vocabulary choices/sentence length/tone
- Use contractions with correct apostrophe placement
Teach and practise:
- Plan and write a letter using a simple planning frame
- Pupils make simple additions, revisions and proofreading corrections to their own writing.

Writing Outcome - To write a formal letter using clear structure and persuasive language

- Introduce a real-life purpose for a formal letter (e.g. writing to the headteacher, council, or organisation).
Discuss: *How is this different from an informal letter?*
- Explore a short model formal letter.
Identify features: formal tone/clear paragraphs/ persuasive language /rhetorical questions /formal openings and endings
- Use prepositions and phrases
- Use adverbs and conjunctions to organise ideas
- Form subordinate clauses using subordinating conjunctions
- Paragraph structure and persuasion
- Introduce rhetorical questions to strengthen persuasion.
- Plan & Write the Formal Letter
- Pupils make simple additions, revisions and proofreading corrections to their own writing.

Maths



Length and Perimeter

- Measure lengths in millimetres, centimetres and metres.
- Compare lengths
- Add and subtract lengths
- Measure the perimeter of a shape
- Learn about equivalent lengths

Fractions

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- Compare and order unit fractions, and fractions with the same denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators

Mass

- Work out different intervals on a scale
- Measure mass in kilograms and grams
- Add, subtract and compare masses
- Solve problems involving mass

Science

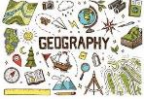













How can we manipulate our shadow?

Light

- Know that we need light to see and dark is the absence of light
- Know that light is reflected from surface.
- Know that shadows are formed when light from a light source is blocked by a solid object
- Know that the size and position of shadows can change according to the position of the light source
- Know the dangers of the sun and how we must protect our eyes
- **Working scientifically**
- Know how to ask relevant Scientific questions
- Know how to use observations and knowledge to answer scientific questions
- Know how to set up a simple enquiry to explore a scientific question
- Know how to set up a fair test and explain why it is fair
- Know how to use equipment, including thermometers and data loggers to make measurements
- Gather, record, classify and present data in different ways to answer scientific questions



<p>Geography</p> 	<p><u>Where is the UK?</u></p> <ul style="list-style-type: none"> • Know the names of and locate some counties and at cities in the UK • Know and name the eight points of a compass. 	
<p>D & T</p> 	<p><u>How can I make my snacks healthy?</u> Project outcome: Create a healthy baked snack (oat biscuits)</p> <ul style="list-style-type: none"> • Use equipment safely • Make product look attractive • To reference how food and drink are needed for active/healthy bodies to build onto scientific knowledge. • Grow in confidence using some of the following techniques: sieving, mixing, combining, kneading, rolling and baking. • Under supervision, to be able to use a relevant cooking method - i.e. Baking, frying, boiling... 	
<p>PSHE</p> 	<ul style="list-style-type: none"> • <u>Life to the Full - RSHE</u> • Safe in my body • Drugs, alcohol & tobacco • First Aid heroes 	
<p>Computing</p> 	<ul style="list-style-type: none"> • Online communication • Email and Email Safety 	
<p>PE</p> 	<p><u>Swimming</u></p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance. • Use a range of strokes effectively. • Perform safe self-rescue in different water-based situations. 	
<p>Music</p> 	<p>Having learned five notes on the recorder, we will expand our pitch reading skills to include pitch notes on all of the lines and spaces of the treble clef stave. We will compose melodic ostinatos to accompany the songs we are learning. We will perfect our recorder pieces and perform them</p>	

	with other schools at the Recorder Festival at Trentham Gardens.	
Homework	<p>Daily Homework</p> <ul style="list-style-type: none"> • Daily Maths homework will be five questions practicing the four basic operations and include one worded problem. They should be completed and returned daily. • Daily English homework will support the development and enrichment of vocabulary. <p>Weekly Homework</p> <ul style="list-style-type: none"> • Children will receive one piece from either Science, History, Geography, Art, DT, Computing or PSHE (these subjects will be rotated on a weekly basis). • Homework is handed out on a Thursday and handed in on Monday. • An additional Maths or English homework will be given alternately each week. <p>Reading Diaries</p> <ul style="list-style-type: none"> • Children are encouraged to read at home daily (for at least 20 minutes) and are expected to have their diaries signed by an adult at least 3 times a week. <p>PE</p> <ul style="list-style-type: none"> • We will be having weekly swimming lessons on Tuesdays. Please ensure that correct swimming kit is brought in weekly - towel, a one-piece suit for girls, fitted shorts or trunks for boys and swimming caps. Goggles may only be worn with written consent. Children can bring swimming kits in on Monday if they prefer in preparation for Tuesday. • Children may also participate in additional PE lessons outdoors (weather permitting) at any point throughout the week. Please ensure a full PE kit is in school all week. Trainers suitable for outdoors would be helpful. 	