

Visits/Visitors: A chef and environmental health officer will visit to explore food, nutrition and food hygiene.

English, Communication and Language:
Our writing links to our current book, *The Miraculous Journey of Edward Tulane* and our next book *Wolves* by Emily Gravett.

Non - Fiction: Non Chronological report.

Fiction - Narrative and Setting description.

French - *Les Couleurs* (Colours). In this unit children will learn the colours in French. Learn about games played in France.

SEAL

Going for Goals

PSHE&C/RSE

Keeping Myself Safe/Being Safe

ECM Outcome

Being Healthy (inc D & A)

Mental Health & Wellbeing

Keep Learning

Take Notice

Mathematics:

Fractions.

Multiplication and division.

Length and perimeter.

Mass and Capacity.

Fluency/Reasoning and Problem Solving

Weekly arithmetic quizzes.



Scientific and Technological understanding.

Forces and Magnets- Compare how things move on different surfaces. Understand that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles.

Animals including humans - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Computing - Use different fonts, size, colour, layout and effects to communicate meaning for a given audience. Use 'page set up', cut, copy to refine and reorder content.

Year: 3 Term: Spring

DRIVER: Legacy

RE: Why is the Bible important to people?
Why do people pray?

History - Stone Age to Iron Age

Recap the main events from a particular period in history.

Explain how something from the past has had an effect on our lives - cause and consequence.

Plot a timeline using given dates.

Use a variety of given sources to answer questions and gather information.

Within each topic construct fact based responses to higher order questions from given historical sources.

Use evidence to ask questions and find answers to questions about the past and suggest suitable sources of evidence for historical enquiries.

DT -

Investigate similar products to the one to be made to give starting points for a labelled design. Measure, mark out, cut and score materials independently within 1cm accuracy.

Identify the strengths and weaknesses of the design/product they have made.

Identify purpose and establish criteria for success. Understand the basic food groups.

Know how ingredients are grown/reared/caught/processed. Work safely and hygienically to join and combine a range of ingredients e.g. create healthy snack foods.

Outdoor Opportunities:

Every Wednesday morning Year 3 will work with Mr Sims to develop their knowledge around our History topic. They will develop their practical skills in order to design, make and evaluate a Stone Age tool.