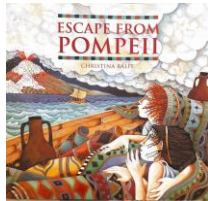




## English

As writers, our learning will be centred around our core text of 'Escape from Pompeii' by Christina Balit. This will link into our History learning about the Romans.



### Through this, we will:

- Explore setting descriptions of Pompeii using the five senses
- Explore and improve narrative writing through telling the story of Pompeii
- Use our descriptive skills to create poetry
- Research and create non-chronological reports
- Edit our writing to improve and develop vocabulary choices and sentence structures.

# YEAR 3

## SPRING TERM



## Reading

As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our word reading and comprehension.
- Make predictions about what a character is likely to do next, using evidence from the text to support and further our ideas
- Make inferences about how characters are feeling and supporting it with evidence from the text.

Our reading for pleasure text will be 'Iron man' by Ted Hughes.



## Maths

As mathematicians, we will follow White Rose units. This half term our learning will focus initially upon multiplication and division, before moving on to measuring length and perimeter, then learning about fractions towards the end of the term.

### Through this, we will:

- Explore multiplying and dividing 2 digit numbers by one digit numbers.
- Measure lengths in millimetres, centimetres and metres and converting between millimetres and centimetres, and centimetres to metres.
- Find the perimeters of simple and more complex rectilinear shapes by counting squares and measuring the lengths of sides.
- Comparing and ordering unit fractions by size, understanding that fractions are equal parts of a whole.



## French

As linguists, our Kapow unit is 'Playground games- numbers and age'. We will learn how to count numbers in French and use these numbers in simple contexts. We will also learn about saying our age in French and explore some simple French games using the language we have learned.



## Science

As scientists, our unit is 'Rocks and soil'

### Through this, we will:

- Identify and sort different types of rocks by their properties and considering how these properties define their usage.
- Understand how soil is formed, exploring the different layers that make up the soil beneath us and comparing different soil types.
- Recognise how living things change over time and understand how fossils provide clues about the past.
- Describe in simple terms how fossils are formed over time.



## History

As historians, our unit is 'Why did the Romans come to Britain'.

### Through this, we will:

- Build on our previous knowledge of early civilisations to focus on life in Roman Britain and compare the two
- Explore the reasoning behind Romans travelling to Britain.
- Explore how life changed under Roman rule.
- Explore the nature of the success of the Roman army
- Understand the importance of artefacts.



## Geography

As geographers, our unit is "Why do people live near volcanoes?"

### Through this, we will:

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Explore tectonic plates and earthquakes
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Explain a mix of negative and positive consequences of living near a volcano.



## Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Engage in Newsround weekly to widen our knowledge and awareness of local, national and global news in our society.
- Embed our singing skills by taking part in regular weekly singing assemblies.

# YEAR 3

## SPRING TERM



The **DIAMOND**  
Learning Partnership Trust  
Be Inspired



## Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework **each week**:

- 30-minute sessions on Maths Whizz
- 30-minute sessions on TT rockstars
- Weekly spellings – tested on Monday.
- Regular reading of their Accelerated Reader book, and quizzing on this at school. Children should read 5 times each week and should aim to quiz at least once per week, depending upon the length of their book.



## PE

As sports people, we will focus our learning on outdoor adventure and tag rugby.

Throughout this unit, we will further our coordination and fitness through outdoor games and teamwork in tag rugby.



## Music

As musicians, our Kapow unit is “Pentatonic melodies and Chinese new year.”

Through this, we will:

- Learn about music used to celebrate Chinese new year
- Learn to write, perform and play a pentatonic melody
- Work as a group to work on and perform our compositions.



## PSHE

As citizens of the community, our Kapow unit is ‘family and relationships’

Through this, we will:

- Understand the nature of family support and that families are all different.
- Explore friendships and resolving conflict including bullying.
  - Understand being a good listener
- Explore positive similarities and differences between people



## Design Technology

As designers, our Kapow unit is ‘Mechanical Systems- Pneumatic Toys’.

Through this, we will:

- Explore pneumatic devices and their uses within the wider world by carrying out experiments and exploring existing products
- Develop a design criteria that suits the identified purpose and audience of the product.
- Use exploded diagrams and thumbnail sketches to design a product to meet the design criteria, displaying how the product would work and its component parts.



## Computing

As computer users, our Kapow unit is ‘video trailers’

Through this, we will:

- Describe the purpose of a trailer.
- Create a storyboard for a book trailer.
- Consider camera angles when taking photos or videos.
- Import videos and photos into film editing software.
- Record sounds and add these to a video.
- Incorporate transitions between images.
- Evaluate our own and others’ trailers.



## Religion and Worldviews

As theologians, our unit is ‘Are scriptures central to religion?’

Through this, we will:

- Explain what some people mean by revelation.
- Evaluate the significance of scripture to some Jewish, Christian and Muslim people.
- Discuss the similarities and differences between scripture, making links between them
- Identify similarities within and between worldviews in the way scripture is viewed and used, including in places of worship