**Maths**

**Multiplication and Division, Measurement: money and Statistics**

We will continue to use White Rose Maths to support our maths teaching in year 3. The children will focus on multiplication and division; consolidating the 2, 4 and 8 times tables. They will multiply and divide 2-digit by 1-digit numbers. They will then be using money to count in pounds and pence; including conversion. Year 3 will add and subtract money; including finding change. Following this the children will move onto statistics, this includes tally charts, pictograms and bar charts.

We want the children to be able to explain their reasoning so using appropriate mathematical vocabulary will become a clear focus within the classroom. Homework will be given to support the key skills being taught in school. TTRockstars will be used both at home and in school to enhance their times tables recall. This will assessed three times a week. during TTRockstars sessions – against the clock.

**Our Curriculum**

**The Rainforest – lungs of the earth**

**Spring Term 1: Year 3**

 

**English**

**Class novel:**

George’s marvellous medicine – Roald Dahl

**Key texts:**

The Tin Forest – Helen Ward and Wayne Anderson

**Key Skills**

-To engage children with a story with which they will empathise.

- To explore themes and issues, and develop and sustain ideas   through discussion, enabling children to make connections with their own lives.

- To develop creative responses to the text through drama, storytelling and artwork.

- To compose poetry.

-To write in role in order to explore and develop empathy for characters.

Children will receive additional personal writing targets, to focus on individual areas for development.

In addition, they will be receiving weekly guided reading, handwriting, comprehension and spelling practise.

**Science**

**Forces and Magnets**

In Science, Year 3 will move onto the topic of “Forces and Magnets.” The children will learn about forces, friction and magnetic attraction.

#### **Key Skills**

* compare how things move on different surfaces
* notice 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
* compare and group together a variety of everyday materials on the basis on whether they are attracted to a magnet, and identify some magnetic materials
* describe magnets as having two poles
* predict whether two magnets will attract or repel each other, depending on which poles are facing

**RE**

**Diocesan Syllabus:**

What does it mean to be a Sikh in Britain today?

#### **Key skills and learning**

#### Pupils will identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service. They will make clear links between the Mool Mantar and Sikh beliefs and actions. Children will offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.

They will give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs. Also making links between key Sikh values and life in the world, identifying which values would make most difference in pupils’ own lives and in the world today. They will talk about what they have learned and whether they have changed their thinking.

**How you can help**

* Read at home with your child and record in their reading records – both books from school and home.
* ebooks available [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
* Encourage children to log onto <https://ttrockstars.com/>
* Create opportunities to make links to our ‘Rainforest’ topic (see optional homework)
* Practise weekly spellings using ‘look, cover, write, check.’

[www.corbridgefirst.northumberland.sch.uk](http://www.corbridgefirst.northumberland.sch.uk)

Twitter - @CorbridgeFirst

**Art and Design**

**Key artist: Henri Rousseau Drawing**

Children will explore, discuss and respond to the work of Henri Rousseau. They will practise a variety of drawing techniques, recreating Rousseau’s jungle pieces and drawing their own rainforest; developing their drawing and sketching skills. They will show line, tone and texture using different hardness of pencils for different effects.

**Key Skills -** Drawing

* Describe the key ideas and techniques of the work by Henri Rousseau
* Discuss and respond to key artworks; express preferences and give reasons for these
* Work towards an intended outcome across a number of weeks
* Experiment with showing line, tone and texture using different materials; pencils, pastel, chalk

-Use shading to show light and shadow effects

**Geography**

**Rainforest – The lungs of the earth**

The children will be learning about “Rainforests” with a focus on the Amazon rainforest. We will use atlases and digital mapping to examine the position of rainforests on the earth’s surface and the significance of latitude, longitude and the equator.

The children will study key aspects of the physical Geography of the rainforest; looking at rainforest layers, humans and animals who live in the Amazon rainforest.

Whilst learning about this topic they will be making key comparisons with the U.K.

**Key Skills**

* Using an atlas, reading maps, reading photographs, digital & satellite images, numerical data, enquiry, mapping skills

**P.E.**

The children will now have 2 PE lessons each week. PE kit MUST be in school for the whole half term and be **suitable for outdoor sessions**. No jewellery must be worn on PE days which are Tuesday and Wednesday.

Tuesday’s session will be delivered by Mr Thompson and will mainly take place outdoors. Please ensure your child’s PE kit is appropriate for this. Our focus will be invasion games. The key skills will include teamwork, target skills, speed and agility, maintaining possession, scoring and defending.

The Children have a weekly swimming lesson. They will need their swimming kit in school every Wednesday.

**Music**

This half term the children's learning will focus on the song ‘Three Little Birds’ – by Bob Marley. They will be carrying out warm up games such as finding the pulse or copying the rhythm and musical activities, allowing them to play instruments alongside the song.

The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.

**PSHE**

**What are families like?**

In PSHE this term we will be learning about families. In this unit pupils will learn:

-How families differ from each other

-How common features of positive family life often includes shared experiences – celebrations, special days and holidays

-How people within families should care for each other and different ways to demonstrate this

-How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

Other PSHE opportunities:

• Special Person

• Classroom buddies

• Environmental links through global goal keepers

**Computing**

**Graphing**

The children will work in small groups either in the classroom or in the computer suite on the I-pads to access TTRockstars at least once a week.

In computing lessons, children will set up a graph with a given number of fields, enter data for a graph and produce and share graphs made on the computer. Children will select the most appropriate style of graph for their data and explain their reasoning.

In addition, we will be looking at the schools E-safety acceptable use policy, learning and discussing how to protect our personal information and about how to make good online choices.

School360 continues to be used in school.