

## Science: Rocks – Rocks and Fossils

Compare and group together different kinds of rocks  
Describe in simple terms how fossils are formed  
Recognise that soils are made from rocks and organic matter  
Asking relevant questions and using different types of scientific enquiries to answer them  
Setting up simple practical enquiries, comparative and fair tests  
Making systematic and careful observations  
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  
Recording findings  
Reporting on findings from enquiries, including oral and written explanations.  
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  
Identifying differences, similarities or changes related to simple scientific ideas and processes  
Using straightforward scientific evidence to answer questions or to support their findings

## History: The Bronze Age and The Iron Age

Use common words and phrases relating to the passing of time  
Develop a chronologically secure knowledge and understanding of British history  
Address historically valid questions about change, similarity and difference  
Develop the use of historical terms  
Understand how our knowledge of the past is constructed from a range of sources  
Construct informed responses that involve thoughtful selection and organisation of relevant historical information  
Address historically valid questions about trends and significance.

## Maths

**Unit 4: Multiplication and Division (B)** –Pupils will begin to recognise patterns in and reason about multiplication. They will be introduced to the formal written methods of multiplication and division to support them in solving calculations with 2-digit numbers. The unit will finish with developing an understanding of scaling rather than using repeated addition to multiply.  
**Unit 5: Length and Perimeter** - Pupils will learn how to measure in millimetres, centimetres and metres using a range of different equipment. They will understand equivalent lengths and how to add and subtract lengths to solve problems. Pupils will learn how to measure and calculate the perimeter of simple shapes.

## Art: Painting and Mixed Media

Recognise the processes involved in creating prehistoric art.  
Explain approximately how many years ago prehistoric art was produced.  
Use simple shapes to build initial sketches.  
Create a large-scale copy of a small sketch.  
Use charcoal to recreate the style of cave artists.  
Demonstrate good understanding of colour mixing with natural pigments.  
Discuss the differences between prehistoric and modern paint.  
Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.  
Successfully make positive and negative handprints in a range of colours.  
Apply their knowledge of colour mixing to make natural colours.

**Individual Liberty: Expressing ourselves creatively.**

## Year 3 Overview Spring 1



## English:

**Writing:** Outcome 1 – After reading ‘The Twits’ by Roald Dahl, pupils will write a new chapter for the story. This fiction text will revise features used in descriptive writing in the Autumn term.  
Outcome 2 – Pupils will write a non-chronological report about life in the Bronze Age.  
**Reading:** Pupils will be developing their reading fluency by listening to, reading aloud and answering questions about Year 3 texts including ‘The Twits’ and ‘Planet Omar’. Non-fiction texts linking to the half-term’s Science unit of Rocks and History unit of the Bronze and Iron Ages will consolidate understanding of this new learning.

## P.E: Yoga

To explore connecting breath and movement.  
To explore new yoga poses and begin to connect them.  
To explore gratitude when remembering and repeating a yoga flow.  
To develop flexibility and strength in a positive summer flow.  
To develop flexibility in an individual yoga flow.  
To develop confidence and strength in arm balances.

**RE:** Key Question: ‘What do Christians believe about a good life?’

Children will consider the books that are important and special to them to understand the importance of holy texts to religious people. They will explore the different types of bibles that Christians use. Pupils will revise the 10 commandments and why they are important. They will explain that these are the rules Christian people follow to live a good life.

**Tolerance and Mutual Respect: Respecting other cultures and religions.**

## Computing: Online Safety

The children will learn more about how the internet works and various ways that they can stay safe online with various technology.  
The will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content.

**Rule of Law: Understanding what is and is not acceptable behaviour online and how to report concerns.**

## Music:

Continue in class choir.  
Complete collecting our Bow Badges and start learning how to use our bows on our instruments.  
Start reading music on a five-line stave. Learn to play accompaniments to short songs such as Hello Everyone, Deedle etc.  
Mid-Year Assessments take place.

**Individual Liberty: Expressing ourselves creatively.**

## PSHE: Mental Health and Wellbeing

Explain how it feels to be challenged, try something new or difficult  
Plan the steps required to help achieve a goal or challenge  
Celebrate their own and others’ skills, strengths and attributes  
Explain what is meant by a put-up or put- down and how this can affect people  
Demonstrate a range of strategies for dealing with put-downs  
Recognise what is special about themselves  
Describe how it feels when there are set-backs  
Know some positive ways to manage set- backs and how to ask for help or support  
Recognise that everyone has set-backs at times that can be managed

## Trips and Visits:

28.01.25 – Soils workshop (linking to Science learning)

20.01.25 - Church visit (3H)

22.01.25 - Church visit (3M)

24.01.25 - Church visit (3P) – linking to RE learning