WOODFIELD PRIMARY SCHOOL

Spring Term

Term: Spring Term

Spring 1.1 Spring 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Hazel and Cherry

Year Group: 3

Teachers: Mrs Wilson and Mrs Miller

Visits and Theme Days: Cresswell Craggs, Local walk – Library

Science – Kapow

Forces and Space: Forces and magnets

- To observe the appearance of rocks closely, using a magnifying glass.
- To group rocks using their appearance.
- To make predictions, suggest improvements and explain observations over time.
- To group rocks using their physical properties.
- To present research on fossil formation.
- To identify fossils and group rocks accordingly.
- To compare soils and how they were formed
- To describe a soil sample using sedimentation.

Energy: Electricity and circuits.

- To explain the role of light sources.
- To compare light reflecting on different surfaces.
- To recognise which materials cast a shadow.
- To summarise how shadows change throughout the day.
- To investigate how the distance of the light source affects the size of its shadow.
- To tell a story using shadow puppets. Plastics.

History – Kapow

Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

- To recognise the chronology and significance of prehistory.
- To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.
- To use archaeological evidence to investigate the Bronze Age.
- To use deductions to explain how bronze transformed prehistoric life.
- To understand the importance of trade during the Iron Age.
- To compare settlements in the Neolithic period and Iron Age by exploring continuity and change

Geography – Kapow

Who lives in Antarctica?

- To understand the position and significance of lines of latitude.
- To describe the location and physical features of Antarctica.
- To describe the human features of Antarctica.
- To use four-figure grid references to plot Shackleton's route to Antarctica.
- To plan a simple route on a map using compass points.
- To follow instructions involving compass points and map a simple route.

PSHE – Kapow

How should we communicate online?

- To identify ways people communicate online and in person.
- To describe respectful ways to communicate online.
- To explain how online communication can be misunderstood.
- To understand how to respond safely to online bullying.
- To explain why we must be careful when communicating online.
- To explain and practise ways to stay safe online and seek help.

What rights and responsibilities do we have?

- To recognise that everyone has rights and responsibilities.
- To recognise that children have rights and why they matter.
- To understand how reducing what we use helps protect the environment.
- To understand how reusing items helps protect the environment.
- To recognise our responsibility to recycle at home, school and in the local area.

• Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less energy is transferred to each of them. • Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.			

Art and Design - Kapow	Design Technology - Kapow	Computing - Purple Mash	E-Safety – Common Sense Education
Painting and mixed media: Exploring texture with paint and collage • Explain how artists use colour and texture to communicate messages in their artwork.	**Mechanical systems: Pneumatic toys** • Identify lever mechanisms and describe their movements.	**Route Planners** • To create simple commands in 2Go to move the turtle along a route. • To create commands in 2Go in which the turtle turns using rotation. • To plan algorithms and write 2Go code that uses angles of turn.	**Who is in your online community** • Examine both online and in-person responsibilities. • Describe the "Rings of Responsibility" as a way to think about how our

• Identify warm and cool colours and use these deliberately to show mood or temperature. • Talk about how colour choices in an artwork make them feel. • Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them. • Use tools and materials in different ways to create a range of textured effects and patterns and explain, how tools and materials were used. • Make choices about layout, materials and detail to strengthen the meaning or message in their artwork.	• Find pivots and levers on various mechanisms. • Join materials together to make levers. • Investigate what happens when the pivot changes place. • Select appropriate materials to use to make levers work effectively. • Understand how levers can help make tasks easier. • Test the effectiveness of their own levers. • Evaluate their and others' designs and give feedback.	• To use 90° and 45° angles in 2Go. • To use the repeat algorithm and coding in 2Go **Microbits** • To use a microbit to create an electronic name badge. • To code a microbit to show animations on its LED display. • To code a microbit to show different images on the LED display when specific buttons are pressed. • To code a microbit to make sounds when movements are detected.	behaviour affects ourselves and others. • Identify examples of online responsibilities to others. **We The Digital Citizens** • Understand that being a good digital citizen means being safe and responsible online • Take a pledge to be a good digital citizen
MFL – Grammarsaurus **Alphabet** Learn sounds for each letter • Pronounce the letters accurately • Show understanding when hearing the letters • Play games co-operatively in French, practising the letters • Spell words out loud using the correct sounds • Spell my name • Ask someone to spell their name • Learn/recognise some important French sounds **Easter**	**RE – Doncaster Syllabus** • **How Do Different People Express Their Spirituality?** • Pupils explain their understanding of 'spiritual' and explain some ideas and beliefs that are important to them. • They discuss how some Christians express their beliefs using visual imagery. • They recognise that Muslims use other forms of art, such as pattern, instead of images. Pupils explore how words and poetry, music and dance are used by some faiths as an art form and to express beliefs.	**Set PE – Get 4 PE** **Tennis** • Explain how artists use colour and texture to communicate messages in their artwork. • Identify warm and cool colours and use these deliberately to show mood or temperature. • Talk about how colour choices in an artwork make them feel. • Recognise different real and visual textures (in environment/artworks), using appropriate vocabulary to describe them. • Use tools and materials in different ways to create a range of textured effects and patterns and explain, how tools and materials were used. • Make choices about layout, materials and detail to strengthen the meaning or message in their artwork.	**Music – Charanga and Ukulele** **Cherry class – Ukulele** **Hazel class – Ukulele** **Three Little Birds** The Dragon Song

Numbers to 50 Name numbers from 20 up to 50 • Use numbers 1 up to 20 previously seen • Pronounce the numbers accurately • Recognise numbers when written • Show understanding when hearing the words • Know the words for each number • Do some sums • Ask for a price • Read and say a price • Play games co-operatively in French, practising the words	**Easter Story**	**Dance Country** • I am respectful of others when watching them perform • I can provide feedback using key words • I can repeat, remember and perform a dance phrase • I can use counts to keep in time with a partner and group • I can use dynamic and expressive qualities in relation to an idea • I can work with a partner and in a small group, sharing ideas • I create short dance phrases that communicate the idea • **Hockey** • Physical: run, dribble, pass, receive, intercept, shoot, balance, jump • Social: communication, collaboration, work safely, respect • Emotional: honesty, perseverance, determination, support others **Gymnastics (Movement)** • Physical: point and patch balances, jups, straight roll, barrel roll, forward roll • Social: work safely, collaboration • Emotional: perseverance, confidence, independence • Thinking: observe and provide feedback, creativity, select and apply skills	