

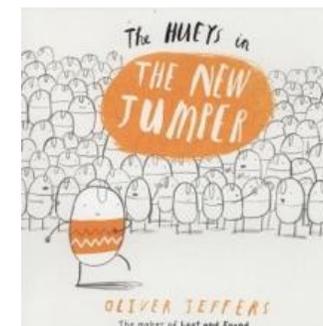
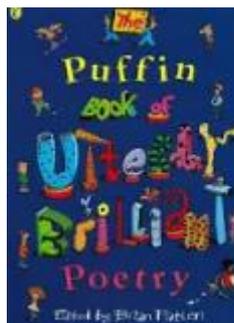


## YEAR 3 SPRING 2

### ARE ALL MOUNTAINS THE SAME?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p><b>We will help</b></p> <ul style="list-style-type: none"> <li>✓ Children to be able to explain what they are learning and what they need to do next to improve.</li> <li>✓ Children to work independently until tasks are completed to the best of their ability.</li> <li>✓ Children will recognise mistakes as learning opportunities.</li> <li>✓ Children to meet national expectations for their age.</li> </ul>
<b>POSSIBILITIES AND RISKS</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Help children to create strategies to deal with competing pressures and how to apply them.</li> <li>✓ Offer a range of sporting opportunities.</li> <li>✓ Provide opportunities for children to learn to play an instrument.</li> <li>✓ Help children to manage their emotions for the majority of the time and are able to build relationships.</li> </ul>

<b>LEARNING TO LEARN</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Review and develop the understanding of the 5Rs, with particular focus on 'Responsibility' in the Spring Term.</li> <li>✓ Continue to work towards our L2L awards.</li> <li>✓ Encourage children to ask questions to help understand things.</li> <li>✓ We will encourage children to attempt more than one approach when tackling a problem.</li> </ul>
<b>SOCIAL INTELLIGENCE</b>	<p><b>We will</b></p> <ul style="list-style-type: none"> <li>✓ Deliver assemblies linked to the school aims.</li> <li>✓ Help children to apologise independently if situation arises.</li> <li>✓ Work with children to readily accept differences as a positive and benefit for all.</li> <li>✓ Help children to work cooperatively, working with each others strengths, so that tasks are completed well.</li> </ul>



<b>ENGLISH</b>	<b>READING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Read a range of fiction and non-fiction.</li> <li>✓ Prepare, read aloud and perform a poem.</li> <li>✓ Increase familiarity with a wide range of books.</li> <li>✓ Draw inferences and make predictions.</li> <li>✓ Retrieve and record information from non-fiction books.</li> <li>✓ Summarise the main idea of a paragraph.</li> </ul>	<b>MATHS</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Recall multiplication and division facts for the 3,4 and 8 times tables</li> <li>✓ Continue to use bar modelling to help with word problems.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>✓ Count money.</li> <li>✓ Show amounts of money.</li> <li>✓ Add and subtract money.</li> <li>✓ Calculate change.</li> <li>✓ Solve word problems involving money.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>✓ 12 – 24 hour clocks – tell and write the time.</li> <li>✓ Tell the time to minutes.</li> <li>✓ Use am and pm.</li> <li>✓ Read the analogue clock.</li> <li>✓ Use and read Roman numerals.</li> <li>✓ Measure time in seconds.</li> <li>✓ Measure and compare time.</li> <li>✓ Find the duration of time in minutes and hours.</li> <li>✓ Convert minutes into seconds.</li> </ul>
	<b>WRITING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Use diagonal and horizontal stokes to join letters.</li> <li>✓ Know which letters to join and which to leave un-joined, increasing legibility, consistency and quality.</li> <li>✓ Use the present perfect form of verbs</li> <li>✓ To use similes in phrases.</li> <li>✓ To use synonyms and antonyms.</li> <li>✓ Write sentences with more than one clause using a variety of conjunctions.</li> <li>✓ Plan to write using the text- The Fox- Fable Narrative and Persuasion Simile poem, character contrast poem. Use varied rich vocabulary. Non fiction writing link to 'Mountains' in Geography.</li> </ul>		
	<b>SPELLING / PHONICS</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Develop strategies for learning words: Words from statutory and personal spelling lists.</li> <li>✓ Words ending in '-al' and '-le'.</li> <li>✓ Words ending in '-ly' where the base word ends in '-le'.</li> <li>✓ Words ending in '-ly' when the base word ends in '-ic'.</li> </ul>		
	<b>SPOKEN LANGUAGE</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Give structured descriptions.</li> <li>✓ Participate actively in conversations.</li> <li>✓ Consider &amp; evaluate different viewpoints.</li> <li>✓ Engage in Oracy discussions and L2L discussions.</li> <li>✓ Use questions to develop knowledge.</li> </ul>		



<b>SCIENCE</b>	<p><b>Physics;</b></p> <ul style="list-style-type: none"> <li>✓ Identify sources of light, reflections, how we see things.</li> <li>✓ Learn that light can be dangerous.</li> <li>✓ Identify shadows and notice changing shadows.</li> <li>✓ Notice that light is reflected from different surfaces.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>✓ Ask relevant questions when prompted.</li> <li>✓ Set up simple and practical enquiries, comparative and fair tests.</li> <li>✓ Make systematic observations, using simple equipment.</li> <li>✓ Record findings in various ways.</li> <li>✓ With prompting, suggest how findings may be tabulated.</li> <li>✓ With prompting, use various ways of recording, grouping and displaying evidence.</li> <li>✓ With prompting, suggest conclusions from enquiries.</li> </ul>
<b>HISTORY</b>	<p>NO HISTORY THIS HALF TERM</p>

<b>COMPUTING</b>	<p><b><u>Data and Information – Branching Databases</u></b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Create questions with yes/no answers.</li> <li>✓ Identify the attributes needed to collect data about an object.</li> <li>✓ Create a branching database.</li> <li>✓ Explain why it is helpful for a database to be well structured.</li> <li>✓ Plan the structure of a branching database.</li> <li>✓ Independently create an identification tool.</li> </ul>
<b>GEOGRAPHY</b>	<p><b>Mountains</b></p> <ul style="list-style-type: none"> <li>✓ Know what a mountain is.</li> <li>✓ Know some features of a mountain.</li> <li>✓ Know and locate the world's 'Seven Summits' on a map.</li> <li>✓ Describe the climate of the mountains and explore mountain life.</li> <li>✓ Explore and locate the UK's highest mountains.</li> <li>✓ Know the key features of mountains and how they are formed.</li> <li>✓ Recognise the importance of the Himalayas for people living in the region.</li> <li>✓ Share your knowledge about a world-famous mountain or mountainous region.</li> </ul>



MFL	<p><b>Animals and Colours</b></p> <p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ To independently adapt given phrases to create new sentences</li> <li>✓ To read along with a simple story (using phonetical knowledge to aid pronunciation)</li> <li>✓ To conjugate key verbs (être, avoir) and form the negative of the verb</li> </ul>	PHYSICAL EDUCATION	<p><b>We will:</b></p> <p><b>Net Games:</b></p> <ul style="list-style-type: none"> <li>✓ Develop racket and ball control.</li> <li>✓ Explore rallying using a forehand.</li> <li>✓ Explore returning a ball using a forehand.</li> <li>✓ Explore returning the ball using a backhand.</li> <li>✓ Learn how to score and use simple rules.</li> <li>✓ Work cooperatively with others to begin to manage a game.</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>✓ To create actions in response to a stimulus and move in unison with a partner.</li> <li>✓ To create, select and link appropriate actions and dynamics.</li> <li>✓ To share ideas of actions and dynamics to create a dance.</li> <li>✓ To use choreographing ideas to develop a dance.</li> </ul>
DESIGN TECHNOLOGY PIZZAS	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>✓ Describe purpose of product.</li> <li>✓ Gather information about needs and wants.</li> <li>✓ Create own design criteria and make design decision.</li> <li>✓ Indicate design features.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>✓ Develop skills in peeling, chopping, slicing and grating.</li> <li>✓ Measure and weigh using scales.</li> <li>✓ Knead, roll, spread and shape.</li> <li>✓ Work safely and hygienically .</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>✓ Analyse existing products for appearance, taste and aroma.</li> <li>✓ Refer to design criteria when evaluating.</li> </ul>		ART AND DESIGN
MUSIC	<ul style="list-style-type: none"> <li>✓ Identify silence in musical examples.</li> <li>✓ Draw conclusions about why silence may be used. E.g.. To create a still/calm effect or to draw attention to the following musical statement</li> <li>✓ Recognise a variety of orchestral instruments.</li> </ul>	RELIGIOUS EDUCATION	<p><b>What do Christians learn from the Creation Story?</b></p> <ul style="list-style-type: none"> <li>✓ To share the first Creation story from Genesis.</li> <li>✓ To look at key messages about the world being good and how Christians are called to look after God's world.</li> <li>✓ To think about the story of Adam and Eve and how the Fall fits into the 'Big Story' of the Bible.</li> </ul>
PSHE	<ul style="list-style-type: none"> <li>✓ <b>No Outsiders 4:</b> The Hueys in the New Jumper- Oliver Jeffers. Use strategies to help someone who feels different.</li> <li>✓ Importance of rules for safety.</li> <li>✓ To consider the difference between boys and girls.</li> <li>✓ To begin to challenge gender stereo typing.</li> <li>✓ Looking after our Mental Health and Well Being.</li> </ul>	ENRICHMENT	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Use of books and artefacts from the Education Library Service.</li> <li>✓ World Book Day 6.3.26</li> <li>✓ Science week 9.3.26</li> <li>✓ Scholastic Book Fair 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> March 2026</li> <li>✓ Red Nose Day 20.3.26</li> <li>✓ Year 3 &amp; 4 Spring Production 25<sup>th</sup> &amp; 26<sup>th</sup> March 2026</li> </ul>