

# Year 3 Overview Spring 2024

	In class your child will....	At home you could.....
<b>Science</b>		
<b>Light</b>	Children will learn that they need light in order to see things and that dark is the absence of light. Through investigation, children will notice that light is reflected from surfaces and that shadows are formed when the light from a light source is blocked by an opaque object. They will learn that light from the sun can be dangerous and that there are ways to protect their eyes.	<i>Notice shadows and how the length and width of their shadow changes throughout the day. Discuss protection from sunlight and how to keep safe when in direct sunlight.</i>
<b>Plants</b>	Children will develop their understanding of the functions of the roots, stem, flower and leaves. They will investigate the conditions plants need to grow well and understand that when investigating, tests need to be fair, with only one variable. They will look at pollination and seed dispersal and learn to compare plants from different climates and environments.	<i>Name and investigate wild and garden plants. Research plants that grow in a rainforest. How are they different or the same from plants in our environment? Watch clips together such as The Secret Life of Plants. Draw and label any plants that you can see from your home.</i>
<b>Computing</b>		
<b>Programming</b>	The children will continue to learn how to use technology safely, respectfully and responsibly. They will have a course assigned to them on code.org which will teach them how to create programs with sequencing, loops and events. At the end of the course, they will learn how to create their own game. They will learn what algorithms are and how they are linked to programming.	<i>The children will be able to access their school work to share at home as well. Talk to your child about how they use the internet at home. Do they know what to do if they are worried? Do they know what the rules are and what parental controls you have in place to help them?</i>
<b>Religious Education</b>		
<b>Islam and Judaism</b>	The children will learn that festivals are important to people who follow Judaism and Islam. We will be re-enacting some of the festivals in the classroom and considering how these events are a key part of their beliefs.	<i>Take a virtual tour of a synagogue. Identify the key features and represent these on a poster.</i>
<b>History</b>		
<b>Ancient Greece</b>	The children will learn about life in Ancient Greece and name some key examples of Ancient Greek architecture still standing today. They will learn about some of the Ancient Greek philosophers/scientists and their achievements. The children will also learn about the Ancient Greeks influenced the history of sport.	<i>Research the First Olympics and compare the features with today's Olympics. Are any of the events the same? Do the athletes complete any similar customs before or after the events?</i>
<b>Design Technology</b>		
<b>Structures – Mini-Greenhouses</b>	Children will be learning how to design, make, and evaluate a greenhouse. This will link to their Scientific knowledge of environments and plants growth. As part of our ongoing work on reducing waste, the children will make their greenhouses using recycled plastic.	<i>Look at plants in your garden and surrounding areas and discuss the microclimate in which they grow. Where is the wettest part of the garden? Where is the coldest part of the garden? Is there a shady area? Where is the sunniest section?</i>
<b>Art</b>		
<b>Painting</b>	The children will learn about the life and works of Romero Britto. They will find out about some of his influences and use his style to create artwork of their own. The children will investigate colour mixing, as well as tints and tones.	<i>Visit an art gallery, either in person or online. Discuss what styles of art your child likes and which they dislike. Share their reasons for this.</i>

Personal, Social and Health Education		
<b>Dreams and Goals</b>	Children will think about their dreams, goals and ambitions for the coming year and further into the future. They will think about what it means to be resilient and how to maintain a positive attitude when things are difficult. They will look at strategies for team work and how others can help us to achieve our goals.	<i>Discuss with your child what they would like to achieve this year and what steps they can take to work towards that goal.</i>
<b>Healthy Me</b>	Children will think about how they can keep themselves healthy, which links with our work on healthy animals in the autumn term. The children will consider healthy diets and exercise. They will also think about keeping themselves safe online and how to deal with feelings of being scared or anxious.	<i>Talk to your child about their physical activity and why that is important. Encourage them to be involved with food preparation and get them to explain what makes a healthy plate.</i>
Music		
<b>Mini Pans</b>	The children will be learning how to play the mini pans. The children will learn to read musical notation and perform in an ensemble.	<i>Listen to a range of music and discuss what music they enjoy and why. Discuss the instruments that the children can identify in different pieces of music.</i>
Physical Education		
<b>Gymnastics</b>	The children will be creating sequences of gymnastic movements using increasing body control. They will compose their own sequences taking account of the audience and perform them to peers.	<i>Do stretches to increase flexibility and control. Encourage your child to show you the sequences they have been practising, in a safe space at home. To inspire them, you could watch gymnastics on TV or on internet clips.</i>
<b>Dance</b>	The children will be creating and choreographing their own dances based upon The Nutcracker. They will be looking to link a series of movements, focusing on using different levels and facial expressions.	<i>To develop their skills in dance, encourage your child to show you what they have been doing in school. Can they set those steps to their favourite music?</i>
Languages		
<b>French - Ice Cream</b>	The children will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	<i>Play some games to practise the vocabulary for these topics. Go on the website <a href="http://www.languageangels.com">www.languageangels.com</a> Click on 'LOGIN' Select 'PUPIL GAMES' Username: WillandPupil Password: WillandEX15 Select which device you will be playing the games on (computer or tablet) Click on 'French' Then select one of our topics 'Les Fruits' or 'Les Instruments'</i>
<b>Animals</b>	The children will learn 10 familiar animals and be introduced to the 1st person singular high-frequency verb 'I am' in the foreign language. By the end of the unit, pupils will be able to recognise, recall, remember, and spell up to 10 animals with their indefinite article. This is one of the first sentence-building units where pupils will have the knowledge and skills to be able to create short phrases with the verb 'I am' plus the animal nouns and determiners.	