

ICT – TEXTEASE TURTLE

The children will learn how to program the Textease Turtle. They will work out algorithms for drawing regular shapes, how to write these as programs for the turtle to execute and how to debug the program if it does not work. They will save their programs as procedures, adapt them and put them together in different ways to make more exciting patterns. Next, they will explore Textease Branch. They will learn how to generate questions which divide a set of objects into two and create a branching database about 2D shapes.

MFL – NUMBERS AND COLOURS

Using a variety of games, the children will revise the pronunciation of numbers before recognising how these are presented in written form. Next, they will learn to understand and say the names of different colours in French using finger rhymes and songs. They will identify these colours when listening to simple stories and will write sentences which explain their colour preferences. They will share these with the class using the correct pronunciation.

SCIENCE – ANIMALS AND LIGHT

The children will realise that darkness is the absence of light and that we need light in order to see. They will explore how light is reflected from different surfaces and work scientifically to find out what happens to shadows when the distance between an object and a light source changes. Next, they will identify that animals cannot make their own foods and that they get nutrition from what they eat. They will learn how the human skeleton provides support, protection and aids movement before comparing the movements of animals

GEOGRAPHY - WAKEFIELD

The children will begin by studying a map of Wakefield and describing different locations using the eight points of a compass. They will look at popular places to visit within Wakefield before identifying land use patterns within the city. As part of their fieldwork, the children will investigate why *Trinity Walk* is in the centre of Wakefield. They will visit the shopping centre to speak to members of the public, produce sketch maps and measure footfall. They will write a report to explain their findings and use graphs to present their data.

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RE – BELIEFS ABOUT CHANGE

Children will begin by considering changes within their own life before moving on to consider what Christians believe about change in people's lives. They will explore what happens when people change their lives to follow God by studying the sacrifices made by Zacchaeus and Mother Teresa. Next, they will learn about the significance of the stories and celebrations associated with Easter. They will explore the theme of resurrection and what Christians believe about life after death.

HISTORY – KNIGHTS AND CASTLES

To begin, the children will find out why castles were built and create their own time line to show how they changed over time. They will use this knowledge, and their own research, to write diary extracts based on life in Sandal castle. The children will then identify the defence features of medieval castles, including how the knights were rigorously trained. They will use artefacts such as: helmets, armour and swords to find out how the knights protected themselves before writing instructions about how to survive a siege in the medieval period.

DT – PASTRY

The children will begin by investigating and taste testing a range of sweet and savoury pastries. They will consider the commercial packaging, the cost and the nutritional values of existing pastry products before researching consumer preference. They will follow a simple recipe to make jam tarts before using this as a stimulus to design their own pastry products for a children's party. They will consider: the colour, the fillings and how they will shape the pastry in order to appeal to the audience. Finally, they will design and make packaging to enhance their product.

MUSIC – SAMBA DRUMMING

This term, the children will continue to work with their specialist music teacher. They will learn how to play more complicated, syncopated rhythms using traditional Samba instruments and will also be composing their very own class Samba. The children will learn how to develop a variety of rhythms at the same time and will continue to develop their ability to sing in tune. They will learn to combine singing, dancing and playing instruments to perform a real Brazilian Samba.

ART – HEPWORTH AND KLEE

The children will look at a variety of Hepworth's sculptures and will recognise the recurring theme of the human figure. They will make observational drawings and identify that she simplified the human form. They will then design and make their own 3D soap sculptures in this style. Next, the children will use their work on castles as a stimulus to create pieces in the style of Paul Klee's 'Castle in the Sun'. They will draw different blocks using their measuring skills before using the colour wheel and pastels to fill the blocks with complementary colours.

OUTDOOR PE – STRIKING

In this unit, the children will learn how to strike a ball with reasonable control and accuracy at a target or over a range of high, low and ground-level barriers. They will learn how to select and use appropriate basic shots in different situations and how to aim a ball over a barrier to land in specific spaces on the other side. From this, they will work on simple tactics and have the opportunity to apply these skills to a range of competitive games. They will understand and use the appropriate rules to keep these games going fairly and without dispute.

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PSHCE – GOING FOR GOALS

The children will reflect on their own strengths and how these can help them to achieve their goals. They will explore the feelings associated with learning and how we overcome barriers.

ENRICHMENT

The children will visit the Hepworth Gallery where they will explore Barbara Hepworth's sculptures and techniques to inspire their own bas-relief plaster creations.

INDOOR PE – SYMMETRY

In Dance, the children will explore mechanical machines such as watches. They will share and create dance phrases with a partner and in small groups to represent the cogs within these. They will use dynamic and expressive qualities clearly with control. In Gymnastics, the children will begin by understanding symmetry and asymmetry. They will use this knowledge to move and balance showing specific, planned shapes. They will adapt and transfer learned skills onto appropriate apparatus and will analyse what they liked about their performances.