



YEAR 3

Growing and Succeeding Together

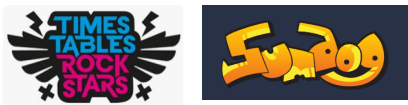
SPRING 1



Just a reminder that PE is on Monday and Friday. Please remember to send children with their **water bottles** and their PE kit to get changed into at school. This half term we are focussing on the cognitive cog. In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games. Expected outcomes: I can understand and follow simple rules. I can name some things I am good at.

Home reading books must be in school EVERY day. These are changed by the children as and when needed. Please remember to log any reading you are doing at home in the home diary.

Please practise times tables via ttrackstars.



Maths homework will be set via the platform Sumdog.

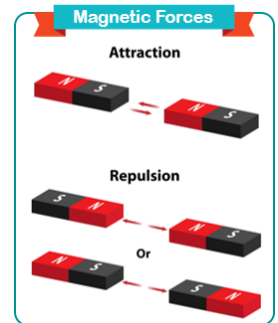


Weekly spellings will be sent home via Family. Please practice these at home.



In this unit we will compare how things move on different surfaces; notice that some forces need contact between 2 objects, but magnetic forces can act at a distance;

and observe how magnets attract or repel each other and attract some materials and not others. Children learn how to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having 2 poles and they learn how to predict



Enquiry: Could Jesus heal people? Did he perform miracles or is there some other explanation?

Theme: Incarnation, God the Son (demonstrated through the powers and gifts that Jesus showed).

Vocabulary

Incarnation: God as man

Disciples: Jesus' special friends

Miracles: acts that Jesus performed during his lifetime which evidence to believers that he was truly God.

Pharisee: Strict follower of the Jewish faith

Baths: Areas for cleansing near the temple where there would also be beggars asking for money due to afflictions.



Hello, I'm Hughie!



Unit outcomes

Pupils who are secure will be able to:

- ✓ Explain the meaning of empire and invasion.
- ✓ Understand the chronology of the Roman invasion of Britain.
- ✓ Identify the consequences of the Roman invasion.
- ✓ Create an interpretation of Boudicca using sources.
- ✓ Explain why the Romans needed a powerful army.
- ✓ Identify a soldier's equipment.
- ✓ Explain how the Roman army was organised and perform simple manoeuvres and drills.
- ✓ Make observations about an artefact.
- ✓ Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.



| Knowledge | Social and Emotional Skills | Questions for Family Learning |
|--|---|--|
| <ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time | <ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time | <ul style="list-style-type: none"> • Can you tell me about someone who overcame an obstacle to achieve their goal. • What ambition is important to you? • What can you do if something is difficult? • How does it feel to be stuck? • How can I help you to achieve your goal? • What might it feel like when you achieve your goal? • Describe how it felt when you achieved your goal? • How can you use this feeling the next time you are stuck? • How does Jigsaw Jino help your Jigsaw work? • Do you enjoy Calm Me time? |



Art

Prehistoric painting:

This unit explores prehistoric art, recreating the style of cave artists using charcoal and natural pigments. Pupils experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.