# St Aidan's Catholic Primary Academy

# Spring One in Year 3

## English

We will be writing:
- A diary
- Information
- Narrative

We will be focusing on:

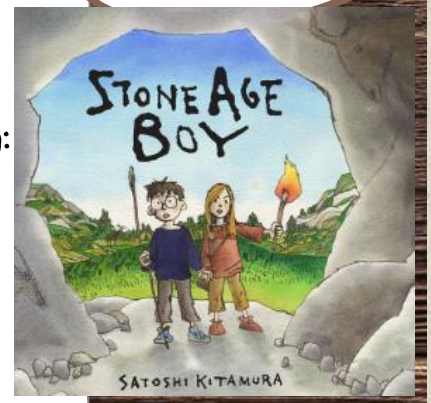
How to infer what a character is thinking.

Using punctuation effectively to allow our sentences to flow better.

Selecting language that reflects the character's voice.

Using rhetorical questions for effect.

We are reading...




In Guided Reading, we will be using our class text to answer retrieval and inference based questions.

## Maths

We will be looking at:
Multiplication and Division, Money and Statistics.

We will learn about:
- Repeated calculations
- Links between multiplication and division
- Converting pounds and pence
- Add and subtract money
- Interpret and draw bar charts
- Collect and represent data

## Science

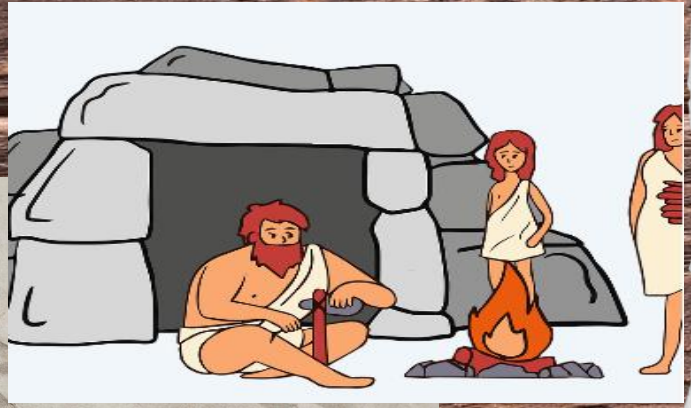
We are learning about: Forces and Magnets.

We will be exploring contact and non-contact forces, including friction and magnetism and their effects.

## Art

We will be learning about prehistoric art, recreating the style of cave artists using charcoal and natural pigments. We will experiment with colour mixing, and creating large-scale artworks, enhancing both artistic skills and historical knowledge.

# History



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

We will learn about:
-Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
-Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.
-Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Using BC/AD/century.

# PE

Our units will be:

- Games
- Gymnastics

Our PE day is: Friday

# RE

We will be learning about: Galilee to Jerusalem

We will retell the visit of the Magi and explain the visit, focusing on the gifts they bring and what they show to us about Jesus.
We will reflect on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer.

# PSHE

We will consider and discuss:
Safety and the changing body

# Homework

| X | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Please listen to or encourage your child to read 3+ times per week.

Homework will be sent out on Wednesday and is expected to be completed by the following Monday.

# Music

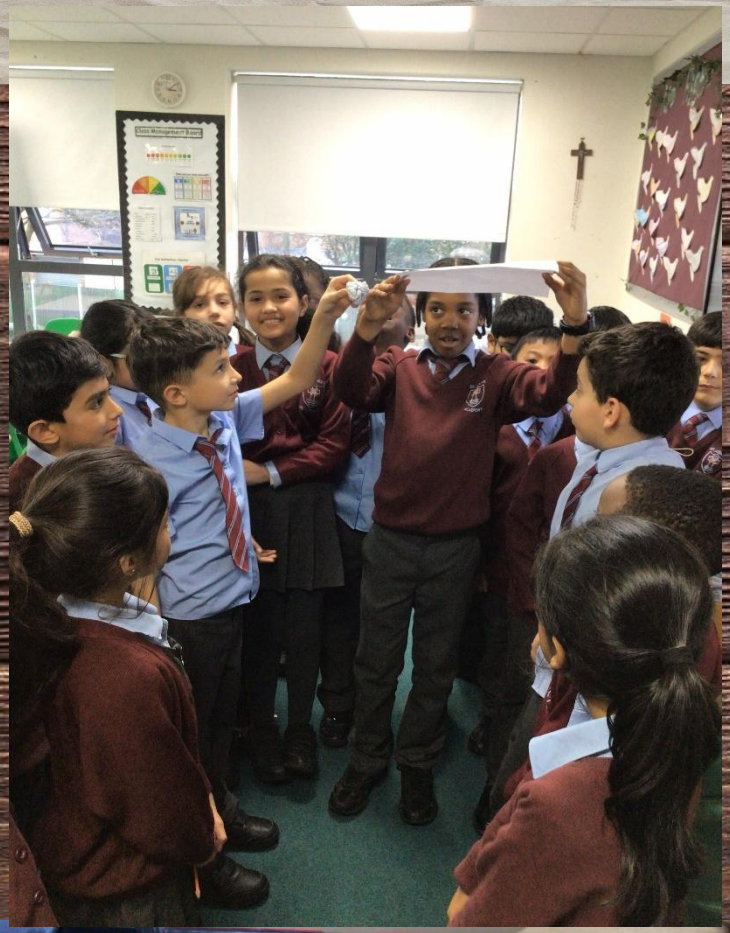
We will be learning to use our imagination when creating our compositions in this unit. Example questions to explore: What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?

# Computing

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

# Our theme: Friction Frenzy!

In Year 3, we explored our new theme: Friction Frenzy!



The children experimented and shared what they noticed about the amount of friction created using a toy car on different surfaces: rough, smooth and bumpy. They measured the time it took for the car to reach from one end to another using a stopwatch. Children noticed that the smooth surface (wooden table) allowed the car to move the fastest.

The children also explored friction using pieces of paper. They held two pieces of plain paper in the air (one flat and the other crumpled into a tight ball) and dropped them from the same height at the same time. Based on simple observations and a stop watch, most children noticed that the crumpled ball fell to the floor quicker. Children learnt this occurred because the flat paper catches more air, creating drag due to air resistance (a force which is a type of friction).