



HOME LEARNING

Year 3 children are expected to complete a short homework task each week in addition to regularly reading at home and practising their spellings. These tasks will be identified on a worksheet and explained clearly to the children each week.

PARENT ENGAGEMENT

Talk to your children about the metals. What do they know about magnetism? Can they find items around their home



HISTORY	GEOGRAPHY	SCIENCE	PSHE	PE
<p>Explore and identify the chronology from stone age, iron age, bronze age.</p> <p>Discover the similarities and differences between houses of the ages</p> <p>Research and learn about the warrior Boudicca</p> <p>Explore life through the 3 ages.</p> <p>Listen to tribal tales</p>	<p>Using resources available explore where the tribes travelled from and settled. Why did they make those settlements?</p>	<p>-Experiment with magnetism.</p> <p>-Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>-Compare and group a variety of everyday materials.</p> <p>- Learn that magnets have 2 poles.</p> <p>-Explore nutrition and how tribes survived during the ages.</p> <p>- Explore skeletons and how they are used.</p>	<p>What is expected of me in year 3?</p> <p>What are my goals and aspirations? How can I achieve these?</p> <p>Internal motivations.</p> <p>Explore a day in the life of a celt in terms of the hardships and emotions.</p>	<p>Use running, jumping, throwing and catching in isolation</p> <p>Develop ball skills and control</p> <p>Play competitive games</p> <p>Develop flexibility, technique, control, balance and strength</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>



DESIGN AND TECHNOLOGY	ART AND DESIGN	LANGUAGES	MUSIC	TRIPS
-Re-enact the settlers in how they made bread	<p>-Design and make a string brooch to replicate those of the ages.</p> <p>-Enjoy Symmetry and tessellation</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in simple conversations</p> <p>Appreciate stories and songs, poems and rhymes</p>	Celtic drumming	<p>Visit Barnstaple Museum to learn about the era.</p> <p>Visit Pathfields to use forest school outside area to make bread.</p>



LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)			
ENGLISH	MATHS	E-SAFETY	COMPUTING
<p>See English medium term plan See writing in contexts below</p> <p>Key Skills: Be able to read fluently Be able to listen and respond critically to texts of all kinds in order to access ideas and information Be able to talk clearly and confidently about thoughts, opinions and ideas Be able to listen carefully to others Be able to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes Be able to communicate my ideas Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect</p>	<p>See Maths medium term plan</p> <p>Key Skills: Be able to use numbers and measurements to support both accurate calculation and an understanding of scale Be able to interpret mathematical data Be able to use mathematics to justify and support decisions communicating using mathematical language, symbols and diagrams Be able to represent and model situations using mathematics</p>	<p>See long term planning grid</p> <p>Be able to use technology safely and respectfully, keeping personal information private Know where to go for help and support when concerns about content or contact on the internet or other online technologies arise.</p>	<p>Be able to use computers to present information Be able to enter, save, retrieve and revise information</p>



WRITING IN CONTEXT

Write a Boudicca biography

Write a letter of thanks to the Museum

Write a recipe of how to make bread

Write a diary about the life during the ages