

<p><b>English</b></p> <p><b>The Lost Happy Endings</b>          Within this story, Jub has the important job of ensuring all the Happy Endings of stories are in the right part of the forest when bedtime arrives. She scatters the golden words into the air from a sack. Then one night as Jub traverses the forest, a scary woman snatches the sack from her. How will Jub restore the Happy Endings to their rightful place?          Children will be encouraged to explore, interpret and respond to this picture book, considering ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader's experience. They will be writing in a role in order to explore and develop empathy for characters and explore interpretations of themes, plots and characters' actions and motivations through discussion and debate.</p> <p><b>Arthur and the Golden Rope</b>          Arthur Brownstone often ventures from the small Icelandic town where he was born into the nearby forest collecting objects and forging friendships that may later prove useful. One day, a huge wolf extinguishes the fire that gives essential warmth to his town. The local wise woman, Atrix, advises the only way to relight it entails someone brave enough to voyage to the land of the Viking gods. So our unlikely hero sets out, his adventures delineated using playful imagery in this graphic novel. The children will: engage with a story told through a mixture of narration, speech and visual imagery, develop and sustain ideas through discussion, develop creative responses to the text through drama, storytelling and artwork, compose writing for a wide variety of purposes and to write in role in order to explore and develop empathy for characters.</p> <p><b>SPaG</b>          We will continue to have a spelling, punctuation and grammar focus each Friday. At home, could you please support your child to learn weekly spellings and read as much as possible. The children are encouraged to use cursive writing at school, any support with handwriting at home would be greatly appreciated.</p>	<p><b>Maths</b></p> <p><b>Measurement</b>          The children will begin the half term by continuing the measurement unit. This unit focuses on measurement in millimetres (mm), centimetres (cm) and metres (m). Children will learn how these units of measurement relate to one another and convert between single and mixed units. They will apply their knowledge of number to compare, order, add and subtract measurements of length and calculate the perimeter of 2D shapes.</p> <p><b>Mass</b>          This unit is important because it strengthens children's knowledge of mass: an important area of learning which has many real-life applications. First, children will learn how to measure and read a scale, focusing upon unmarked intervals. Next, different masses will be compared and ordered. Following this, children will learn to add and subtract different amounts using a range of strategies. Finally, they will apply their knowledge to real-life problems – an important skill for children to learn in order to work towards mastery.</p> <p><b>Capacity</b>          This unit explores capacity and comes after other units about measure. It asks children to interpret a range of scales and apply their knowledge of place value and the number system. Children will learn to compare and order measurements and convert between millilitres and mixed units of litres and millilitres. They will then use knowledge of all four operations to solve problems involving capacity.</p> <p><b>Times Tables</b>          We will continue to practise the 3's, 4's and 8 times tables at the beginning of each Maths lesson. Please encourage your child to practise at home. Times Tables Rockstars is a great resource to use and we have regular TTRS competitions in school to encourage the children. By the end of Year 3, children should be fluent in 2's, 3's, 4's, 5's, 8's and 10 times tables.</p>	<p><b>Science (British Science Week)</b>  <b>Curious Critters</b>          Children will become young entomologists as they explore the world of insects and other invertebrates. They will conduct research using various sources to learn about living things around them, create fact files to present their findings, and investigate different habitats and microhabitats. The unit encourages hands-on activities such as building microhabitat viewers and conducting experiments over time to observe changes in living things. Through these experiences, children will develop scientific enquiry skills, learn about the importance of invertebrates in ecosystems, and understand how to communicate their scientific discoveries effectively. This unit directly supports the goal by helping children understand the importance of biodiversity and healthy ecosystems. By exploring how living things interact with their habitats and why protecting these environments matters, the unit encourages respect for all forms of life and highlights the need to care for the land and its ecosystems—key messages at the heart of the UN's "Life on Land" goal.</p> <p><b>RPSHE</b>  <b>What is a committed relationship and how can they differ?</b>          Children will explore and discuss different kinds of relationships including online friendship and romantic types of relationships. The children will explore different families to their own which will diversify their knowledge of the world.</p> <p><b>RE</b>  <b>How do festivals and family life show what matters to Jewish people?</b>          This unit explores the importance of the family and home in Judaism. Children will identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. They will make clear links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. Children will raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p>	
<p><b>Information and Reminders</b></p> <ul style="list-style-type: none"> <li>• Please ensure your child brings their reading books, diary and a water bottle to school each day.</li> <li>• Please read with your child frequently at home and record this in planners.</li> <li>• The children will soon be given 'Bingo Homework' tasks to complete each half term.</li> <li>• Spellings are taught as part of our English lessons and will be assessed through a spelling quiz each Friday beginning on week 2. Please support your child to learn these spellings by practising at home.</li> <li>• Please ensure your child comes to school wearing their PE kit on specified days.</li> </ul>	<p style="text-align: center;"><b><u>Year 3 Curriculum Map- Spring 2</u></b></p> <p style="text-align: center;"><b>Miss Oliver</b>  <a href="mailto:emma.oliver-cottrell@cragside.northumberland.sch.uk">emma.oliver-cottrell@cragside.northumberland.sch.uk</a>          PE Days: Monday (indoor) and Wednesday (outdoor)</p> <p style="text-align: center;"><b>Mr Freedman</b>  <a href="mailto:Daniel.freedman@cragside.northumberland.sch.uk">Daniel.freedman@cragside.northumberland.sch.uk</a>          PE Days: Monday (indoor) and Friday (outdoor)</p>		<p><b>Computing</b></p> <p><b>Spreadsheets</b></p> <ul style="list-style-type: none"> <li>• To understand the layout and features of 2Calculate in Advanced Mode.</li> <li>• To use the arrows toolbar to be able to automatically total rows and columns.</li> <li>• To use simple formulae in a spreadsheet by using the formula wizard.</li> <li>• To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values.</li> <li>• To apply spreadsheet skills to solve real-world problems.</li> <li>• To design and use a spreadsheet to answer a series of questions.</li> </ul> <p><b>Encourage your child to discuss their use of technology in a safe manner, and to use technology to research the topics at home. The CEOP site is useful for this.</b></p>
<p><b>DT</b>  <b>Can we design and build a moveable bridge?</b></p> <p>In this unit children will design, build, test, and evaluate a model bridge that is able to move to allow boats to pass under but also allow pedestrians to pass over the top. Children will combine levers together to join and make linkages which will allow the bridges to move.</p>	<p><b>History- Why did the Romans invade and settle in Britain?</b></p> <p>In this topic, children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what was important to people in Ancient Rome.</li> <li>• Explain the meaning of the words 'empire', 'invasion' and 'settlement'.</li> <li>• Analyse the different reasons for the Roman invasion of Britain.</li> <li>• Explain how the Celts responded to the Roman invasion.</li> <li>• Explain how the Roman army's structure, discipline and equipment made it so successful.</li> <li>• Use artefacts to make deductions about the lives of Roman soldiers in Britain.</li> <li>• Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance</li> </ul>	<p><b>PE and Sport</b></p> <p><b>Football</b>          In this unit, children will develop their understanding of the attacking and defending principles of invasion games. In all game activities, children will have to think about how they use skills, strategies and tactics to outwit the opposition. Children will develop their understanding of fair play.</p> <p><b>Yoga (3 weeks)</b>          The children will discover how yoga can help them to develop balance, strength and flexibility. Children will learn and explore yoga poses that will challenge each of these.</p> <p><b>Drumba (3 weeks)</b>          Drumba is a high-intensity workout session is based on a mix of popular music whilst learning and playing a custom-made drum. Drumba® is a cross curricular class that delivers music and P.E. in one lesson.</p>	<p><b>MFL French</b>  <b>What's your favourite fruit?</b>          In French the children will enjoy learning how to talk and write about their favourite fruits. They will learn ten fruit names and use sentence structures like – J'aime..... Je n'aime pas.....</p> <p><b>Music</b>          Music lessons will be led by our Music Partnership North specialist teacher, Mr Doyle, who will teach the children how to play ukulele. These lessons will take place each Tuesday and will run from Autumn to the end of Spring term. Ukuleles are provided from school for these lessons but your child may bring in their own if they wish.</p>

