

**Maths**

Recall and use multiplication and division facts for the 3,4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Interpret and present data using bar charts, pictograms and tables.

Solve one and two-step questions using information presented in scaled bar charts and pictograms and tables.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2D shapes.

Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts

Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.

Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.

**Science**

What happens when light reflects off a mirror or other reflective surfaces? Why is it important to protect our eyes from bright lights? Can you look for and measure shadows? How are shadows formed? What might cause shadows to change? Why are there different types of rocks? How and why have different kinds of rocks changed over time? What are the properties of rocks? What is the difference between igneous, sedimentary and metamorphic rocks? What is a fossil and how are they formed?

**Scientific Skills:**

* Asking relevant questions and using scientific

enquiries to answer them

* Setting up simple practical enquiries, comparative and fair tests and record investigations
* Making systematic and careful observations
* Gathering, recording, classifying, presenting data and reporting on findings from enquiries
* Identifying differences, similarities or changes related to simple scientific ideas and processes

**French**

Developing our understanding and responses to spoken and written language. Learning to speak with increasing confidence, fluency and spontaneity

**PE**

Improvising and translating ideas into movement. Creating and linking dances, performing with rhythm and expressive qualities.

**Music**

What is the history of music? Can you listen with attention to detail and recall sounds with increasing aural memory? Do you appreciate and understand music from great composers and musicians?

**Computing**

Can you to log in to the computer system as yourself and find your own documents? Do you know how to open shared documents and pictures on a computer using the shared drive? Can you use Air Drop on the iPad’s to share work?

We will be working on knowing how to use software to create a simple brochure or poster. Using Publisher or Pageswith a variety of content including headlines, text, pictures and graphics. As well as learning how how to sequence and add to slides to make a simple presentation Keynote, PowerPoint, iMovie. You will be able to create a meaningful document that contains both pictures and text.

**RE**

What can we learn about Christian worship and beliefs by visiting churches? What do Christians remember on Palm Sunday?

**History**

Who were the first people to live in Britain? How do we know about people from the past? How did humans from the Stone Age collect their food? What shelter might early humans have found or made in Britain? What can you find out about Skara Brae and Stonehenge? How has Bearpark changed over the years?

**Historical Skills:**

* To use historical terms
* To ask questions about change, similarity and difference and significance
* To use relevant historical information to construct informed responses
* To develop chronological knowledge
* To understand how our knowledge of the past is constructed from a range of sources
* To recognise changes in Britain from the Stone Age to the Iron Age

# Art, Design & Technology

Can you master different design techniques using a range of materials? Do you know about great artists in history? Can you select materials, according to their properties and qualities? Can you select from and use a wider range of tools and equipment to perform practical tasks?

**English**

**Reading**

Discussing words and phrases that capture your interest and imagination

Asking questions to improve your understanding of a text

Predicting what might happen from details stated and implied

Identifying themes and conventions in a wide range of books

Retrieve and recording information from non-fiction

Participating in discussion about both books that are read to you and those you can read for yourselves, taking turns and listening to what others say.

# Writing

Increasing the legibility, consistency and quality of your handwriting.

Planning writing by discussing writing similar to understand and learn from its structure, vocabulary and grammar

Discussing and recording ideas

Creating settings, narratives and plot

Using simple organisational devices such as headings and subheadings in non-narrative material

Assessing the effectiveness of your own and others’ writing and suggesting improvements

Spring Term - Class 3

Who was here before us?