

Term-on-a-page for Swallows
Spring Term 2023

Week	1 4 th -6 th Jan	2 9 th – 13 th Jan	3 16 th – 20 th Jan	4 23 rd – 27 th Jan	5 30 th – 3 rd Feb	6 6 th – 10 th	7 20 th – 25 th Feb	8 27 th – 3 rd March	9 6 th – 10 th March	10 13 th -17 th March	11 20 th -24 th March	12 27 th - 31 st March
Whole class text	‘Cliffhanger’ by Jacqueline Wilson						‘Perseus – The Gorgon Slayer’					
Reading	Guided reading											
Writing		Persuasion: Write a magazine and TV advert to persuade people to buy a product	Recount: Based on a fiction text ‘Cliffhanger’ by Jacqueline Wilson, write a personal letter as one of the characters in the story.			Story: Greek Myths and Legends Plan & write familiar whole stories altering & describing characters or setting.			Biography: research and write a biography of a familiar children’s author			
Grammar and punctuation	Headings and sub-headings to structure writing and to aid presentation Use of apostrophes for contraction		Express time, place and cause using conjunctions, adverbs and prepositions			Introduce inverted commas and other punctuation to indicate direct speech			Use of apostrophes for contraction Use of the present perfect form of verbs instead of the simple past			
Mathematics	Multiplication and division		Money		Statistics		Length and perimeter			Fractions		
Science	Muscles and Skeletons				Light							
Foundation subjects	Geography- Where does our power come from?		History – Ancient Egyptian Civilisations			Art and Design – Canopic Jars			Design and Technology- Mechanisms, levers and linkages			
RE											Special books	
PSHE	Belonging to a community				Media Literacy and digital resilience				Money			
PE and games	Ballet					Physical Theatre						
	Football					Tennis						
Music	Famous composers: Beethoven Brass- Ode to Joy					Famous composers: Dvorak Brass- Largo from 9 th Symphony by Dvorak						

Curriculum summaries

<p>Science: Muscles and skeletons: Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions and how muscles work to make us move. Light: Pupils will explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They will think about why it is important to protect their eyes from bright lights. They will look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</p>
<p>Geography: Children will conduct a survey into the different uses of electricity at school and in their homes. They will learn about the different ways in which our electricity is produced and the fuels that are used to produce it- coal, gas, nuclear, hydro-electric, solar and wind. They will learn the difference between renewable and non-renewable energy and consider why the country is producing more and more renewable energy. They will ‘look inside’ the nuclear power station at Sizewell C and compare this with the wind farm at Sheringham Shoal. They will find out about the National Grid and how this enables electricity to be transferred from power stations to our homes.</p>
<p>History: The children will begin by learning about the importance of the River Nile in relation to the development of Ancient Egypt. The children will learn about the difference between primary and secondary evidence and then use different evidence to research how the Great Pyramid at Giza came about and what it was for. They will then use evidence from the time of Rameses II to understand the importance of the pharaoh in Ancient Egyptian society and how pharaohs wanted history to remember them. Finally, the children will compare the civilization of Ancient Egypt with civilization in Britain in the Stone Age to Iron Age period.</p>

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<p>Design and Technology: In this unit, the children learn about levers and linkages. In the context of ‘The Story of Everything’, the pop-up book by Neal Layton and other similar pop-up style books, the children will investigate, analyse and evaluate a range of lever and linkage mechanisms. Applying what they have learnt, they will make examples of these mechanisms through focused tasks. The children will then design their own ‘Story of Everything page for a class interactive display. They will consider the purpose of the product and who is it for. They will generate a range of ideas and agree on the design criteria that is to be developed.</p>
<p>Art and Design: In this study unit, the children will make a canopic jar from mod roc, following their history unit on ‘Ancient Egypt’. They will ask ‘what is sculpture?’ and look at the difference between abstract and representational 3d art, comparing artists who work in these fields. They will look at sculptures from Ancient Egypt, focusing on shape, form, colour and materials. They will sketch patterns, hieroglyphs and animals used to decorate canopic jars. They will then use a plastic bottle as a form to make their mod roc sculpture which they will then paint with details from their studies of Ancient Egyptian art.</p>
<p>RE: In this study unit, the children will study the daily lives of a range of Muslim children living in different parts of Britain. They will find out about how their religion impacts on their daily lives and about some of the beliefs they hold. They will compare and contrast with their own lives and beliefs, finding similarities and differences.</p>

How can you support at home with reading?

Almost all of the children in Year 3 have completed our phonics programme, ReadWrite Inc. If your child is still in our phonics programme, please keep reading the ReadWrite Inc. books at home. Additionally, in school, we are starting a paired readers session after assemblies with Y5 and 6 children.

Most have moved on to the next phase in our Reading Strategy, developing fluency and understanding. At school, the children read every day and have a guided reading session with Miss Brown at least once a week. The emphasis of this session is on developing the children’s fluency, vocabulary and comprehension skills and will typically consist of the children reading aloud in a group, supported by the teacher. They will also have independent reading tasks as part of their reading work for the week.

The children will have a book at their reading band colour that they can read at home and at school. It is still important that the children have time to read aloud, while they are developing fluency, but by the time they reach lime and brown level, they should be able to read silently for more sustained periods. For this, they will need somewhere that they can read without distractions, including anything electronic!

Again, if you have time, please do not stop reading to them- it is important that they are able to listen to texts that are harder to read than the level they are at. If you need an alternative, there are plenty of children’s audio books that can be accessed online. Each child still has a reading record, so we are able to communicate with each other.

What can you do to at home to support our child’s learning in other subjects?

Maths: The children can access Maths factor to practise what we are learning in school, at home. Please go to adventurer 1, to practise: 3, 4- and 8-times tables.

In addition, White Rose Maths also has video clips on their home learning page.

Timetable for this term

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning to break	Writing Guided Reading	Writing Guided Reading	Writing Guided Reading	Writing Guided Reading	Maths Writing
Morning after break	Maths	Maths	Maths	Maths	Music Book time
Afternoon	Monday Maths boost	Foundation subject	Science	PE	Foundation subjects
	Assembly Paired readers	Assembly Paired readers	Assembly Paired readers	PE	