

Year 3

Term – Spring 2

Science

Biology - Plants

This year we have increased our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

How would happen if there were no more bees?

In order to answer this question they will be learning: That plants need certain nutrients to grow and these nutrients are transported through the plant because of the function of the stem and the roots. Children in Year 3 will also investigate the process of photosynthesis and will understand why pollination is critical in keeping plants alive. Children will know that plants need several things to grow including: water, air and light.

Children have already got a foundational understanding of what minerals are present in soil from our science topic in Spring 1 so they are ready to learn more about plants this term.

This term we will be learning about...

Stone age to Iron Age



We will be having a Stone Age Day on:
School workshop

Humanities

Please refer to the fact organiser at the end of this document for details about our History topic: Old and New.

Art

Students will explore abstract art, focusing on the use of colours and shapes. They will learn about the artwork of Henri Matisse and Piet Mondrian, examining their unique styles and techniques. Students will create their own abstract compositions, experimenting with bold colours, geometric shapes, and collage techniques to develop their artistic expression.

PSHE

My Network

This term we will be learning about our community. Children will learn that role models are people who have done something that can be admired. Sometimes these are famous people who have completed big actions whilst others may be local and known only to the person who admires them. A role model might be someone who has suffered adversity but has succeeded.

English

In Writing pupils will learn to write simple sentences, punctuate using full stops, question marks, exclamation marks and capital letters. They will also use adjectives and verbs in their writing. They will use these features to write an explanation text and diary entry. Children will learn to add detail using expanded noun phrases accurately and plan their writing by discussing and recording ideas within a given structure.

The key text this term is, **Stone age boy**.

RE

This term pupils are taught to recall and comprehend knowledge about a range of religions. This term we are learning about Hinduism with a special focus on the story of Prahlad and Holika. They also identify what happens in a Hindu ceremony and we will study the Holi festival, furthering their knowledge on the beliefs and teachings of Hinduism.

Mathematics

Measuring Length, Fractions

Pupils will learn to:

- Measure length using metres, centimeters and millimeters
- Convert metres to centimeters
- Convert centimeters to millimeters
- Write and understand halves, quarters and other fractions

Computing

This term, learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. erm, the children learn about branching database.

You might like to join in with our learning at home by:

Reading

Find our English texts at the local library and read them along with other books by the same authors.

Watching

Horrible histories: Savage Stone Age
<https://www.youtube.com/watch?v=97G8yYWYLcc>




Doing

Take a walk through London and notice the features of the city.


Visiting

We will hold a Stone Age Workshop in Year 3 this term.

Yr 3 - History. Final Enquiry: How did technology change the diet of people from the stone age to the iron age?

Theme	Learning Goal	Key Questions to be asked	Answers
	The way people lived in the Iron age was vastly different from people in the Stone age.	What was the Stone Age?	The stone age began 2.6 million years ago until 3,300 BCE evidenced by the use of stone tools.
		How was the mesolithic age an improvement on Paleolithic?	People began to domesticate animals and make pottery.
		How was the neolithic age an improvement on mesolithic?	Farming technology was developed with people starting to live in family groups.
		What do the Bell Beaker people tell us about the Bronze age?	Settlements developed around the sources of tin and copper needed to make copper.
		How did life improve for people during the Iron Age?	Iron age people were called celts. Celt tribes had people specialising in different fields of work.
	Trade became essential as people became experts in one area of life.	Why did people begin to trade things?	Trade developed as people specialised and could no longer provide everything they needed themselves.
		Why did people begin to use coins as payment?	Barter of large items is difficult so an agreed value for long lasting metal enabled trade over distance.
	Religion grows out of the need to explain natural events and used objects people are familiar with.	What was important to Stone age people?	As stone age people became farmers they were more dependent on the seasons and weather.
		How do we know about stone age religion?	Reliance on the seasons developed into a belief about a higher being controlling these.
		What did Iron Age people believe?	Celts believed in many different gods and goddesses requiring gifts or sacrifices.

Timeline of Key events		Key Event	Reason	Key Vocabulary	
All dates are approximate					
2.6 mil BCE	Paleolithic Britain begins	UK was joined to Europe	Doggerland is an area of land now under the north sea that allowed easy movement to and from Britain.	dress	Common era (CE)
10,000 BCE	Mesolithic age	Doggerland is flooded	The UK becomes an island reducing migration to and from Europe.	everyday life	Before common era (BCE)
4000 BCE	Neolithic age	Animals are domesticated	This enabled farming of cattle, sheeps and pigs. This led to the development of language and religion.	hunting	
3000 BCE	Stonehenge begins construction	People began to make pottery	This enabled food storage and the development of dairy products. Pottery was also decorated to show family alliances.	gathering	dig
3000 BCE	Skara Brae built	Mining metals begins	Initially this was close to the surface in caves before iron mining began.	village	findings
2500 BCE	Bronze working began			kingdoms	reason
2475 BCE	Bell Beaker people arrived			tribes	possibility
2300 BCE	Bronze age			development	curate

Picture


Maps



Useful websites
https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zfq9bqt
https://celticharmony.org/
https://www.youtube.com/watch?v=fP13qn6Bbc&t=39s
https://www.youtube.com/watch?v=rLFGra2TITE
https://historicensland.org.uk/services-skills/education/teaching-activities/timeline-stone-age-to-iron-age/

Historical skills (Disciplinary Knowledge)
Chronology
Explain why there are differences in available evidence between modern and ancient civilisations.
Describe the key events of an empire.
Match ancient artefacts with their modern equivalents.
Organise ancient artefacts based on own observations.
Order the key eras and events on a timeline.
Enquiry
Ask questions about how things worked
Investigate themes using more than 1 source.
Present findings in a variety of ways.
Accurately use vocabulary to organise information.