**DT**

**As designers and makers we will:**

* Making butter
* Making bread making jewellery pottery
* Designing and making shields

**ART**

**As artists:**

* Sketching plants and historical artefacts to make quick records and initial sketches in preparation for painting
* discuss use of light and shadows close observation of plants and artefacts
* Experiment with tools and surfaces including using clay linked to history

**English -to include:**

**As writers we will be….**

Developing stamina fluency and understanding in reading and writing. We will be using techniques to make writing more interesting, learning and practising neat, joined handwriting, sentence punctuation, spellings and grammar.

We will be using the following books and film units to enhance our learning in writing lessons:

Invasions from Clairmont Morin.com (Literacy Shed)

Arthur and the Golden Rope by Joe Todd Stanton

The Secret Life of Bees by Moira Butterfield (link to plants)

We will also be having a Recount of History day and discovering artefacts, as well as exploring poetry kennings

**As readers we will be….**

**Computing/Music**

**We will be learning:**

* Position and Direction linked to Maths, Geography (using Programs 2logo)
* Developing Typing skills
* Learning how to write, open and use emails
* Developing skills in effectively searching (linked to learning about Anglo Saxons and Vikings)
* Understand parts of a web search engine and how to read results)
* Making Music

**Music/Modern Foreign Languages:**

As musicians they will be learning about pitch tempo rhythm using purple mash

In modern foreign language they will continue to learn French greetings, instructions and counting.

**RE**

**In RE children will be learning about and exploring:**

Muslims, how they live and what they believe

**Physical Education:**

**As sports people and gymnasts we will be**

Developing skills, learning the rules and playing games of cricket and rounders

Developing skills in athletics

**As citizens we will be**

Learning about respectful relationships (including boundaries, that their bodies belong to them, who and how to talk with people and what is marriage)

Learning about mental wellbeing (dealing with disappointment, worries, change and loss)

Discussing and identifying the qualities of good friends and how to talk to people.

**Maths:**

**As mathematicians we will be…**

Continuing to revise and learn number bonds by heart from bonds to 10, 20 and then 100. We will be learning times tables facts by heart from 10,5,2,3, 4,8 and more

We will be improving our understanding and mastery of Multiplication, Division, Statistics

Developing understanding and skills in measuring weight, length, time, volume and capacity

**As Historians we will be:**

* Developing an understanding of the chronology, life and key figures in the time of Anglo Saxons and Vikings
* Learn about invaders and settlers (including where they came from and where they settled) using maps and an interactive online game.
* Understanding how we know about Anglo Saxon life through archaeologists, discoveries of artefacts at Sutton Hoo and Bede’s chronicles etc.)

Children’s understanding will be brought to life during Anglo Saxon Day where they will dress up, enjoy games, food and crafts from Anglos Saxon times.

**Science :**

**As Scientists we will be….**

Learning what plants need to grow, flourish and survive e.g. water, sunlight, nutrients in soil and the correct temperature. (In addition year 3 children will identify and describe the functions of different parts of flowering plants, including water transportation in plants.)

Investigating the impact of removing one of the key ‘needs’ of a plant e.g. water, light or warmth

Observing, describing and illustrating how seeds and bulbs grow into mature plants (in addition in year 3 the children will explore the life cycle of a flowering plant e.g. watching videos on pollination, seed formation and seed dispersal-leading to new flowering plants)

Year 3 children will also learn to recognise and name a range of different trees and plants native to the UK.

HORRIBLE (and not so horrible) HISTORY

Britain’s settlement by ANGLO SAXONS AND the later struggles with the VIKINGS