



<p><u>English</u></p> <p>Firstly, we will look at the features of playscripts and have a go at writing our own. We will use the beautiful story Escape from Pompeii as a stimulus.</p> <p>We will then focus on Non Chronological Reports and link to the Romans.</p> <p><i>We will focus on spelling of all the Year 3 statutory words and learn new spelling strategies by following the No Nonsense Spelling programme. We will have regular handwriting practise and work hard on our cursive script.</i></p> <p><i>Each week the children will have a guided reading session to develop their reading skills. We will be particularly focusing on justifying responses by giving a Point and Evidence (P and E).</i></p>	<p><u>Maths</u></p> <p>We follow the Maths - No problem! scheme which uses the Concrete - Pictorial - Abstract (C-P-A) approach. We will continue work on Time followed by Picture Graphs and Fractions.</p> <p>We will continue to work on individual tests (Fridays) on multiplication and division facts.</p> <p>Keep working on TT Rockstars!</p>	<p><u>Science</u></p> <p>Our unit is 'Light and Shadow'.</p> <p>In this unit we will:</p> <p>Recognise that we need light in order to see.</p> <p>Explore the Sun as a light source and identify the difference between night and day.</p> <p>Investigate what shadows are and why they are formed.</p> <p>Investigate how shadows behave.</p> <p>Investigate how the size of shadows change throughout the day.</p> <p>Explore how light is reflected from surfaces.</p>
<p><u>Computing</u></p> <p><i>We are Programmers</i></p> <p><i>Programming an animation</i></p> <p>This unit will enable the children to: create an algorithm for an animated scene in the form of a storyboard; write a program in Scratch to create the animation; correct mistakes in their animation programs.</p>	<p><u>Geography or History</u></p> <p>Our History unit is 'Invaders and Settlers: The Romans'.</p> <p>We will place Romans on a timeline and understand the terms 'invade' and 'settle': find out how and why the Romans invaded Britain; find out who was in Britain when the Romans invaded and learn about their way of life; to explore who Boudicca was from different points of view; to find out about the results of Boudicca's revolt; to find out about the Roman way of life; to find out what survived from the Roman settlement of Britain.</p> <p>Visit the Roman Museum in Ribchester</p>	<p><u>RE</u></p> <p>Our unit is 'Which rules should we follow?'</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> <li>• give pupils an opportunity to consider the value and purpose of rules.</li> <li>• examine Christian rules for living and the source of these rules.</li> <li>• Encourage pupils to reflect upon their own lifestyle and the influences upon it.</li> <li>• consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.</li> </ul>
<p><u>French (Mrs Feeney)</u></p> <ul style="list-style-type: none"> <li>• Become confident in numbers 11-20</li> <li>• Identify family members</li> <li>• Letters of the alphabet</li> <li>• Some objects around the house</li> </ul>	<p><u>PE</u></p> <p>Mrs Feeney's Games will focus on Outdoor and Adventurous (OAA) - Trust and Trails</p> <p>Mrs Dewhurst's unit is Gymnastics - Balancing Act (Part 2)</p>	<p><u>DT or Art</u></p> <p>Our DT unit is a focus on structures. We will make a personalised free standing photograph frame.</p>
<p><u>PSHE (Mrs Feeney)</u></p> <p>The unit is about relationships.</p>	<p><u>Music (Mrs Feeney)</u></p> <p>Using the 'Charanga' Music scheme - Bringing us together.</p>	<p><u>Anything else?</u></p> <ul style="list-style-type: none"> <li>• PE days: Monday and Thursday</li> <li>• Homework: Wednesday for the following Monday and DAILY reading.</li> <li>• Individual times tables tests on FRIDAY and TT Rockstars ongoing.</li> </ul>

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