Kingfisher Hall Learning Grid: Spring 2, Year 3
Animal Kingdom

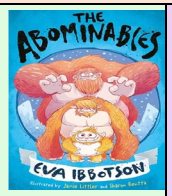
Force for positive change:
Year 3 pupils will explore levers and linkage mechanisms in DT to design and create moving muscle models. They will learn how forces create movement and how muscles work in the human body. Pupils will then share their knowledge and models with Year 2 children.

2.03.26 Reading Week
4.03.26- Holi
05.03.26- World Book Day
9.03.26- Assessment week
11.03.26- Year 3&4 book fair
19.03.26- Eid-al-Fitr
20.03.26- Red Nose Day
23.03.26- Robotics workshop
26.03.26-Parent Consultations
27.03.26-End of Term 1:30pm Finish

Maths

In Maths, children will revisit addition and subtraction of money using formal methods. They will also interpret and present data using bar charts, pictograms and tables. They will estimate and read time with increasing accuracy to the nearest minute and record and compare time in terms of seconds, minutes, and hours.
In addition, they will measure, compare, add, and subtract, lengths, (m//cm/mm): mass (kg/g): volume/capacity (l/ml)
In geometry, they will draw and measure the perimeter of simple 2-D shapes

English:



This term the children will be using a core text as a stimulus for writing. The text 'The Abominables' by Eva Ibbotson, will be shared through our class reading sessions, building on our reading skills of inference, summarising, clarification and retrieval. The book will also be used as a stimulus for writing journey stories and discussion texts. As part of our grammar focus, we will be looking at contrasting and causal conjunctions, noun phrases expanded by prepositional phrases and present perfect tense.

DT: Levers and linkages

Children will be using their DT skills to design, create and evaluate a non-fiction book about the human body using a variety of levers and linkages. They will learn that a lever is a simple machine that helps us to lift, move break squeeze objects and cut things.

Science: Animals, Including Humans

This term, the children will learn that both humans and all animals have skeletons and muscles that provide support, protection, and enable movement. They will understand what skeletons, bones, and skulls are, and they will identify which animals, including humans, possess them. Additionally, they will investigate how the size of our bones can impact our physical performance.

PHSE: Healthy Me

Children will look at exercise and fitness challenges as well as food labelling. They will also discuss attitudes towards drugs and keeping safe in online and offline scenarios. The children will also look making healthy and safe choices and having respect for themselves and others.

RE: Sikhism

This term, children will learn about the importance of the Khalsa among Sikhs and understand how it helps them to become better people.

Physical Education

Indoor: Games Inclusion (Boccia)
The focus of learning is to explore, develop and consolidate how to send the ball, whilst applying a developing understanding of why we need to be accurate when sending the ball. Pupils will work individually and then as part of a team to apply their learning.

Outdoor: Striking and fielding games(Cricket)
The unit of work will explore how to apply the principles of attack vs defence in a cricket context. Pupils will learn how to utilise fielding skills to keep the batter's score as low as possible. Pupils will also explore batting skills to outwit the fielders and score as many runs (points) as possible.

Spanish:

This term, children will be learning how to identify school subjects and specify the subjects they study each day. Children will also identify the days of the week and places around the school.

Music

Children will be exploring music through a range of genres and instrumental families.
Children will be able to read musical notation, perform a 3-note piece with improvisation B A G, F, E) using a recorder.
They will also identify notes of different duration (crotchets, minims)

Computing: Programming (Scratch) – Events & Actions

This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right). They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.