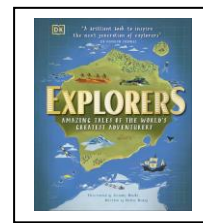




Bond Class – Spring 1

Far away places



<p><u>English</u></p> <ul style="list-style-type: none"> • Listening and answer comprehension questions linked to the book. • Watching films linked with the theme • Reading • Discussions related to theme • Describing characters and setting • Writing activities 	<p><u>RE</u></p> <ul style="list-style-type: none"> • What is philosophy • What is right and wrong • How do people make moral decisions • How do Christians decide what is right and wrong • How do Humanists decide what is right and wrong 	<p><u>Science</u></p> <p>This half-term students will learn about:</p> <ul style="list-style-type: none"> • Sustainability and Food Waste - reduce food waste to help the environment • Rocks and Fossils - learn about different types of rocks and how they are formed, and discover how fossils give us clues about the past. <p>Lessons will include guided demonstrations and simple practical activities to help students understand these ideas through real-life examples.</p>
<p><u>History</u></p> <p>Julius Caesar and the invasion of Britain 22-54 BCE</p> <ul style="list-style-type: none"> • Who the Romans were • Outline why Julius Caesar was so important. • Describe how Caesar attempted to invade Britain • Outline how Caesar defeated Pompey and became dictator • Create a play about how Caesar died. 	<p><u>PE</u></p> <p>This term pupils will be working on a dance/gymnastics unit. Pupils will learn a wide range of travelling actions and include the use of pathways. They will perform actions such as inverted movements and explore ways to include apparatus in their routines. They will demonstrate control in their behavior to create a safe environment for themselves and others</p>	<p><u>Computing</u></p> <p>This term learner will look at how is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.</p>

	<p>to work in. Pupils will have the opportunity to work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback to make improvements on their performances. In gymnastics, pupils will develop performance skills, considering the quality and control of their actions.</p>	<p><u>Music</u></p> <p>During the spring term, Bond will be continuing their study of musical notation and theory including note identification, rhythm, dynamics and chords. They will also be learning a range of melodies in the common keys, and be introduced to their corresponding scales, and given the chance to improvise. Additionally, they will be continuing to explore composition, using the Orba for looping, and, with aid from the teacher, traditional notation.</p>
<p><u>Animal Care</u></p> <ul style="list-style-type: none"> As Winter starts to take hold we will be ensuring our animals have everything they need to survive. We will be discussing how some animals hibernate, how nature survives the winter and how those changes look and feel. We will spend more time in the classroom exercising, grooming and generally getting to know our smaller animals better. As always Animal Care we will be working on team work, sharing, being kind and having kind/safe hands. Personal qualities of being calm, professional, growing confidences and a work ethic are also themes that we plan to help with during our 	<p><u>Horticulture</u></p> <p>As winter truly has nature in its grip, we shall look more closely at what is happening to the plants around us, the mechanisms they use to survive the dark, cold and wet weather. Continuing with our theme of how plants reproduce or can be reproduced by us, we shall be looking at the wonders of heterozygosity and in particular the intriguing case of apple seeds! We shall continue to sow seeds and propagate existing plants from hardwood cuttings and explain how cloning works. Then, we will look at how we can overcome this diversity within certain plants by cloning and grafting new trees. All groups will be helping to plant the next wave of</p>	<p><u>Geography</u></p> <p>Rivers: what's special about them?</p> <ul style="list-style-type: none"> Describe the key features of a river system and explain how rivers drain the land. Describe processes happening in a river and landforms they create. Describe changes in a river and its landforms as it flows along its course. Identify some causes and impacts of flooding and give recent examples. Explain the short and long term impacts of flooding and describe ways that flooding can be reduced. Locate different rivers in the UK on a map and describe the features found along the River Severn. Locate rivers in Europe on a map and explain why they are important.

<p>sessions. We will continue to feed, water, muck out, entertain, groom and exercise our range of animals. We will continue looking at animal families, different animal group types and comparing them and their care needs.</p>	<p>plants in the sensory garden. Work will also begin on the creation of a new garden for Arnold building pupils, with all classes helping to bring this project to fruition from design to planting.</p>	
<p><u>Art</u> In art we will experiment with 'Textures and Structures'. We will explore our tactile senses and make rubbings of a variety of surfaces in the art room. We will explore the textures and structures that we find on shoes and will create a large cardboard structure of a shoe. We will look at the 'textured paintings' of Vincent Van Gogh and will create artwork in a similar style.</p>	<p><u>Music</u> During the spring term, Bond will be continuing their study of musical notation and theory including note identification, rhythm, dynamics and chords. They will also be learning a range of melodies in the common keys, and be introduced to their corresponding scales, and given the chance to improvise. Additionally, they will be continuing to explore composition, using the Orba for looping, and, with aid from the teacher, traditional notation.</p>	
<p><u>Home Learning ideas</u></p> <ul style="list-style-type: none"> • Helping to prepare food and cook • Playing turn taking games • Exploring their emotions, identifying how they feel and what strategies they can use to get into the green zone • Art and craft activities • Going shopping 	<p><u>Outdoor School</u> This half-term we turn to face the oncoming spring from the darkness and cold of January. We will explore how we stay warm in winter, chopping wood for the fire, moving our bodies in work and play, scavenger hunting, using tools like saws and hammers to make bird houses and feeders, creating winter shelters, cooking on the fire and, if we're blessed with snow, making snow people!</p>	<p><u>PSHE</u> Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation.</p> <ul style="list-style-type: none"> • Getting to know each other • Our nightmare school • Our dream school • Rewards and consequences • Learning charter • Owning our learning charter

Maths:

Y3 – Multiplication and division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Y3 – Length and perimeter

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
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Y3 – Fractions

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- solve problems that involve all of the above
- compare and order unit fractions, and fractions with the same denominators

Y3 – Mass and capacity

- Pupils continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).