



YEAR 3

Growing and Succeeding Together

SPRING 1



Just a reminder that **PE** is on Monday and Friday. Please remember to send children with their **water bottles** and their **PE kit to get changed into at school**. This half term we are focussing on the cognitive cog. In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games. Expected outcomes: I can understand and follow simple rules. I can name some things I am good at.



CPG maths books to be handed in on Wednesdays and go back out on Fridays.

Home reading books must be in school **EVERY** day. These are changed weekly. Please remember to log any reading you are doing at home in the home diary.

Please practise times tables via ttrackstars.



Letterjoin can be accessed at home to practise letter formation in order to improve handwriting. A separate letter was sent with the login for this.



PLANTS

Children will learn how to: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. They learn how to investigate the way in which water is transported within plants and finally they learn how to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.



Enquiry: Could Jesus heal people? Did he perform miracles or is there some other explanation?

Theme: Incarnation, God the Son (demonstrated through the powers and gifts that Jesus showed).

Vocabulary

Incarnation: God as man

Disciples: Jesus' special friends

Miracles: acts that Jesus performed during his lifetime which evidence to believers that he was truly God.

Pharisee: Strict follower of the Jewish faith

Baths: Areas for cleansing near the temple where there would also be beggars asking for money due to afflictions.



Hello, I'm Hughie!



The Jigsaw Charter

We take turns to speak
We use kind and positive words
We listen to each other
We have the Right to Pass
We only use names when giving compliments or when being positive
We respect each other's privacy (confidentiality)

Unit outcomes

Pupils who are secure will be able to:

- ✓ Explain the meaning of empire and invasion.
- ✓ Understand the chronology of the Roman invasion of Britain.
- ✓ Identify the consequences of the Roman invasion.
- ✓ Create an interpretation of Boudicca using sources.
- ✓ Explain why the Romans needed a powerful army.
- ✓ Identify a soldier's equipment.
- ✓ Explain how the Roman army was organised and perform simple manoeuvres and drills.
- ✓ Make observations about an artefact.
- ✓ Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.



| Knowledge | Social and Emotional Skills | Questions for Family Learning |
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| <ul style="list-style-type: none"> Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning progress and identify how it can be better next time | <ul style="list-style-type: none"> Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time | <ul style="list-style-type: none"> Can you tell me about someone who overcame an obstacle to achieve their goal? What ambition is important to you? What can you do if something is difficult? How does it feel to be stuck? How can I help you to achieve your goal? What might it feel like when you achieve your goal? Describe how it felt when you achieved your goal? How can you use this feeling the next time you are stuck? How does Jigsaw Jino help your Jigsaw work? Do you enjoy Calm Me time? |

Look out for the school newsletters for any other dates and information.