



YEAR 3

Growing and Succeeding Together

SPRING 2



We know
active,
healthy
children
achieve
more.



real PE

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 creative cog. In this unit, the children will develop and apply their sending and receiving and counter balance with a partner through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges.

Mechanical Systems: Pneumatic toys

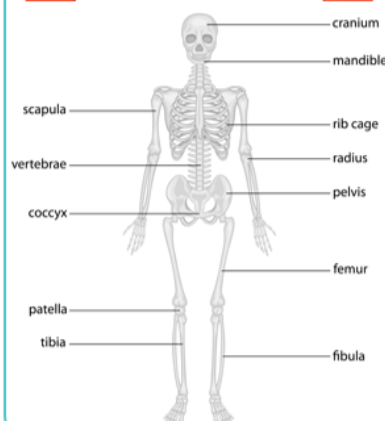
- Draw accurate diagrams with correct labels, arrows and explanations.
- Correctly identify definitions for key terms.
- Identify five appropriate design criteria.
- Communicate two ideas using thumbnail sketches.
- Communicate and develop one idea using an exploded diagram.
- Select appropriate equipment and materials to build a working pneumatic system.
- Assemble their pneumatic system within the housing to create the desired motion.
- Create a finished pneumatic toy that fulfills the design brief.



Animals including Humans

In this unit children will learn to: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. They also learn how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Human Skeleton



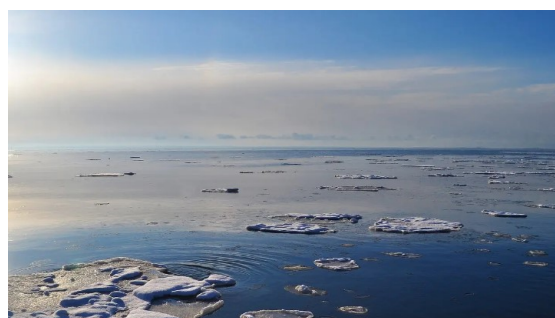
5 Food Groups



Please make sure your child is bringing their home school reading book into school **every day**. They also need to be recording in their diary when they **read at home** as these are checked in school.

Geography—Who lives in Antarctica?

- ✓ Describe what lines of latitude and longitude are, giving an example.
- ✓ Understand that the Northern and Southern Hemispheres experience seasons at different times.
- ✓ Define what climate zones are.
- ✓ Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- ✓ Describe Antarctica's location in the far south of the globe.
- ✓ State that tourism and research are the two main reasons people visit Antarctica.
- ✓ Describe equipment researchers might use and clothes they wear.
- ✓ List some of the research carried out in Antarctica.
- ✓ State the outcome of Shackleton's expedition.
- ✓ Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.
- ✓ Describe a similarity and difference between life in the UK and life in Antarctica.
- ✓ Confidently use the zoom function on a digital map.
- ✓ Begin to recall the eight points of a compass, following at least four of them.
- ✓ Recognise and describe features on their school grounds from an aerial map.
- ✓ Draw a map of the route they take on an expedition.
- ✓ State one thing that went well on the expedition and one aspect that did not go as hoped.



| Knowledge | Social and Emotional Skills | Questions for Family Learning |
|--|--|--|
| <ul style="list-style-type: none"> Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of | <ul style="list-style-type: none"> Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do | <ul style="list-style-type: none"> How does exercise affect your body? What do your heart and lungs do? What drugs do you know about? How do you feel about drugs? Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these? Can you tell me about a time when you felt unsafe? Can we talk about how we keep each other safe in our family? Can we share a Calm me time to feel peaceful together? Shall we try an exercise session together? |

I will learn about...

- How exercise affects my body
- Why my lungs and heart are important organs
- Calories, fat and sugar and how they can affect my health
- Drugs, including medicine
- How to keep myself safe
- How to call emergency services



I will explore...

- Setting myself a fitness challenge
- Making healthy choices
- My feelings and attitudes towards drugs
- How being anxious or scared feels
- Keeping myself and others safe
- How to appreciate my body

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