

## Maths

Length and Perimeter  
Fractions  
Mass and Capacity

## PE

Tennis (Coach) Monday and Netball (Mrs Campbell)  
Thursday

## Science

Recognise that they need light to see things and that dark is the absence of light.  
Notice that light is reflected from surfaces.  
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  
Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  
Find patterns in the way that the size of shadows change.  
Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.  
Question why it is important to protect your eyes from bright lights. Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

## Computing

Create an animation with still images with children narrating using the iPad.

## French

Revisit language from Autumn 1 and 2. Learn numbers 11-20

# 'Light'

## Year 3

## Spring 2

### Mrs Finch and Mrs Campbell

## Geography

Using the impressionism art study (Heaton Cooper) locate the places the pictures were painted using a range of methods which include the use of maps and google earth.  
Learn about countries in the northern hemisphere and create a discussion about the tropics of Cancer and Capricorn, Arctic and Antarctic circle.  
Observe the different time zones including night and day. Focus particularly on Finland, Greenland... with a specific focus on the Northern lights.

## RE

Easter – forgiveness

## PSHE

What makes a good community?



## English

Write to inform 'Biography'.  
Apostrophes for possession.  
Commas for subordinate clause.  
All writing is joined using horizontal and diagonal strokes.

## Music

How Does Music Help Us Get to Know Our Community?

## DT

Design and make moving shadow puppets.



## Art

Impressionism Artwork.  
Opportunity to offer opinions and compare artists.  
Exposure to a range of different artists through history, studying their techniques and processes.  
Continue exploring variety of different brushes and use the language of colour accurately when mixing, e.g. shade, primary and tint.  
Begin to experiment with colour for effect and mood.  
Use different pressures to create hard and soft lines.  
Select an appropriate brush, size and style depending on the task.  
Mix colours with accuracy.  
Know where the colours are on the colour wheel (primary and secondary).

## History

Continue from Spring 1.