

Year 3 Curriculum Newsletter



Term 1

Dear Parents and Carers,

Welcome back to school and to the first term in year 3. We hope you all had a nice break over the summer. Please could we ask that you read regularly with your child and practice times tables using the Times Table Rock Stars app. We also encourage you to complete the homework project this half term. All of these activities will really aid your child's learning throughout year 3.

What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening for Sea Otters and Stingrays.




PE days- Monday and Friday.


Please come to school in your PE kits on these days.

The Value that we are focusing on this term is:

Kindness

Key Learning

| Subject and Topic | Overview | Key knowledge |
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| <p>English</p>  <p>Writing to entertain- Poetry</p> <p>Recount-Letter Writing</p> | <p>Reading</p>  | <p>The Shell- By John Foster.</p> <p>Show understanding through intonation, tone, volume and action.</p> <p><u>Discuss-</u> Words and phrases that capture the children's interest and imagination.</p> <p><u>Explain-</u> Children will learn to explain the meaning of words in the correct context.</p> <p><u>Identify-</u> Children will learn how language, structure and presentation contribute to meaning.</p> |
| | <p>Writing</p>  | <p><u>Outcome-</u> To write a senses poem.</p> <p>Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration, repetition and rhyme.</p> <p>Children will plan their writing by discussing the structure, vocabulary and grammar of similar writing.</p> |

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| | | <p>Children will discuss and record ideas and then compose and rehearse the sentences orally.</p> <p><u>Outcome- To write a letter.</u> Write sentences with different forms; statement, command, exclamation and question.</p> <p>Children will plan their writing by discussing and organising ideas. They will build an increasing range of sentence structures creating settings, characters and plot.</p> |
| | <p>Spelling Phonics</p> | <p><u>The spelling focus this term will be:</u></p> <p>Adding pre-fixes dis- and in- Adding im- to root words beginning with m or p, such as; Mortal- Immmortal Possible- Impossible</p> |
| | <p>Grammar</p> | <p>Know word classes- nouns, adjectives and verbs. Children should be able to use these in their writing.</p> <p>Use expanded noun phrases to describe settings and characters.</p> <p>Proofread for errors in spelling and punctuation.</p> |
| <p>Mathematics</p>  | <p>Place value Partitioning three-digit numbers into ones, tens and hundreds.</p> <p>Addition and subtraction Adding and subtracting 3-digit numbers with exchanges.</p> | <p>The first topic for maths this term will be place value. The children have already looked at how to represent and partition numbers up to 100 in year 2. They will recap this before gradually moving up to partitioning numbers to 1,000 into hundreds, tens and ones.</p> <p><u>Key Vocabulary</u> Ones Tens Hundreds Partition Part, part, whole</p> <p><u>Addition and subtraction</u> In year 2 children learnt to add and subtract two 2-digit numbers, including with exchanges. Throughout this term children build on that knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges.</p> <p><u>Key Vocabulary</u> Addition Subtraction Exchange Plus/minus</p> |

Science



Forces and magnets

In this unit, the children will compare how things move on different surfaces. They will look at magnetic forces of attraction and repelling, materials that are magnetic or non-magnetic.

Key knowledge

Can they compare how things move on different surfaces and explain this in terms of friction?

Can they observe that magnetic forces can be transmitted without direct contact?

Can they observe how magnets attract or repel each other?

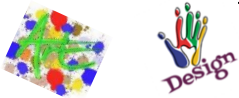
Can they describe magnets as having two poles and use this to predict whether magnets will attract or repel each other?

Can they investigate and group materials that are attracted to a magnet and identify which types of materials are magnetic?

Key vocabulary

force
friction
magnet/ magnetic
attract
repel
contact
poles
metal(lic)

Art and Design



Art- Urban Landscapes

This unit encourages the children to creatively explore the school and surrounding community.

Key knowledge:

Children should be able to:

- Use colour mixing techniques.
- Know the difference between tone and shade.
- Be aware of perspective when placing features in their pictures.




Skills:





Observational drawing.

Using perspective.

Composition- understanding the placement of elements in the picture.

Colour mixing.

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| <p style="text-align: center;">Computing</p>  | <p>Powerful passwords</p> <p>Internet Research and Communication</p> | <p><u>Key Skills-Powerful passwords</u> Pupils and students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p> <p><u>Key skills- Internet research and communication.</u> Develop awareness of computer networks including the internet. Know how computer networks can provide multiple services such as the world wide web Awareness of opportunities computer networks offer for communication and collaboration. Use search engines effectively. Know how results are selected and ranked. Know how to be discerning in evaluating digital content. Use technology safely and respectfully. Recognise acceptable and unacceptable behaviour. Identify a range of ways to report concern about content and contact.</p> |
| <p style="text-align: center;">Geography</p>  | <p>Holiday Destinations in Europe</p> <p>This unit teaches children about the different countries that make up the continent of Europe.</p> | <p><u>Key knowledge</u> Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of Europe? Can they name the two largest seas around Europe? Can they name some famous European landmarks?</p> <p><u>Key vocabulary</u> Europe Map Atlas Globe Ocean sea Country Capital city Weather</p> |
| <p style="text-align: center;">Music</p>  | <p>Let your spirit fly- RnB</p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly.</p> | <p><u>Key knowledge</u></p> <ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, chorus etc.) ○ Name some of the instruments they heard in the song. <p style="text-align: right;"><u>Key skills</u></p> |

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| | | <ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To think about what the words of a song mean. ● To take it, in turn, to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. |
| <p>Personal Social Health and Relationship Education</p>  | Protective behaviours | <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> ● To know our rights and responsibilities ● How to help myself when feeling unsafe ● To know my rules for my body ● Qualities of network people and friends <p><u>Key Vocabulary</u> Rights, responsibilities, safety network, early warning signs</p> |
| <p>Physical Education</p>  <p>Personal skills</p> | Basketball Athletics | <p><u>Key Knowledge</u></p> <p>To know why we need to warm up and cool down. To know how to cope well and react positively when things become difficult To know they can improve performance through regular practise, To know some rules of specific sports.</p> <p><u>Key Vocabulary</u> Dribbling, bouncing, sprinting, fair play, improve</p> |
| <p>Religious Education</p>  | What charitable difference do Christians make in the UK? | <p><u>Children will explore:</u></p> <p>What is caring? ● How do we show that we care? ● How can I show that I care? ● What is a charity? ● How do charities show that they care? ● What can we do to help? ● What is a good Samaritan? ● Who was Saint Brendon and how did he show that he cared? ● Can we make a difference?</p> <p><u>Key vocabulary</u> Care, Charity, Compassion, Empathy, Kindness, Motivation, Samaritan.</p> |
| <p>Spanish</p>  | Greetings, colours and numbers. | <p><u>Key Knowledge</u></p> <p>The children will be introduced to the Spanish language this term. They will be learning to greet and ask people how they are. They will count to ten and learn some basic colours.</p> <p><u>Key Vocabulary</u> Hola, como estas?, Buenos dias, Buenos Noches, Adios.</p> |