

Year 3 Curriculum Newsletter



Term 2

Dear Parents and Carers,

Welcome back to our second half term of the school year. What a busy first week back and how wonderful to meet with many of you to celebrate your child's progress. Thank you for your continued support with times table practise and reading at home!

What is happening this term?

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




PE – Mondays and Thursdays






The Value that we are focusing on this term is:



Integrity

Term 2

Key Learning

| Subject and Topic | Overview | Key knowledge |
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| <p>English</p>  | <p>Reading</p>  | <p>Read and perform poems aloud. Discuss word and phrases that capture interest. Use dictionaries to check the meaning of words. Explain the meaning of words in context. Make predictions using the details stated and implied.</p> |
| | <p>Writing</p>  | <p>Plan writing by discussing the structure, vocab and grammar of similar writing. Discuss and record ideas. Build a varied and rich vocabulary. Assess the effectiveness of own and others' writing. Proof-read for spelling and punctuation errors.</p> |

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| <p>Computing</p>  | <p>Word Processing</p> | <p><u>Key Knowledge and vocabulary</u></p> <p>We will learn how to change the case of our letters, how to align pieces of text, how to include bullet points and numbers and how to insert a text box.</p> <p>Word, type, highlight, align</p> |
| <p>History</p>  | <p>Iron Age</p> | <p><u>Key knowledge</u></p> <ul style="list-style-type: none"> Using a timeline to order the time periods -Stone, Bronze and Iron Age. Understanding how life developed across the ages. To know why the Stone, Bronze and Iron Age were given these names. <p><u>Key vocabulary</u></p> <p>Ancient, century, BC, AD, forage, archaeologist</p> |
| <p>Music</p>  | <p>Reggae Music – Three Little Birds</p> | <p><u>Skills Focus</u></p> <p>Listen to and appraise reggae music Play notes to accompany a song Sing tunefully Share likes and dislikes about what they hear</p> <p><u>Key Vocabulary</u></p> <p>Listen, appraise, reggae, rhythm, tempo</p> |
| <p>Personal Social Health and Relationship Education</p>  | <p>Belonging to a group or Community</p> <p>Anti-Bullying Week</p> | <p><u>Key Knowledge</u></p> <p>We will look at what groups the children belong to. Ways people are made to feel do not belong. Behaviours that help people feel welcome.</p> <p><u>Key Vocabulary</u></p> <p>Community, group, citizen</p> |
| <p>Physical Education</p>  | <p>Jumping and Landing</p> <p>Holding a static balance</p> | <p><u>Key Knowledge</u></p> <p>To help organise roles and responsibilities To cooperate well with others and give helpful feedback To jump and land safely To perform a standing and seated - static balance</p> <p><u>Key Vocabulary</u></p> <p>Balance, jump, landing, static</p> |
| <p>Religious Education</p> | <p>How is Christmas celebrated around the world?</p> | <p><u>Key Knowledge</u></p> <p>How do we celebrate Christmas?</p> |

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|  | | <p>Can the children identify similarities and differences in celebrations?</p> <p>What is the real meaning of Christmas?</p> <p><u>Key Vocabulary</u></p> <p>Christmas, celebrate, traditions, epiphany, advent</p> |
| <p>Spanish</p>  | <p>Numbers and Colours</p> | <p><u>Key Knowledge</u></p> <p>We will learn to say the numbers 1 – 15 in Spanish.</p> <p>The children will read and say Spanish colours.</p> <p><u>Key Vocabulary</u></p> <p>Uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez</p> |