

# 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 restful break over the summer. Please could we ask that you read regularly with your child and practise times tables using the Times Table Rock Stars app. (Login details will follow). We are extremely excited for the year ahead.

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- **Wednesday and Thursday.**



Year 3 are visiting the Duston library on Thursday 26<sup>th</sup> September.






The Value that we are focusing on this term is:




### Kindness

## Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p>  <p>Writing to entertain- Poetry</p> <p>Recount-Letter Writing</p>	<p>Reading</p> 	<p>The Shell- By John Foster. 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><u>Reciprocal Reading Sessions:</u> The Twits by Roald Dahl</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. Children will discuss and record ideas and then compose and rehearse the sentences orally.</p>

		<p><b>Outcome- To write a letter.</b> 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><b>Spelling Phonics</b></p>	<p><b>The spelling focus this term will be:</b> Learning words where the digraph 'ou' makes an 'ow' sound. Learning words where the digraph 'y' makes an 'i' sound. Words ending in -sure and -ture.</p>
	<p><b>Grammar</b></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><b>Mathematics</b></p> 	<p><b>Place value</b> Partitioning three-digit numbers into ones, tens and hundreds.</p> <p><b>Addition and subtraction</b> 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><b>Key Vocabulary</b> Ones Tens Hundreds Partition Part, part, whole</p> <p><b>Addition and subtraction</b> 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><b>Key Vocabulary</b> Addition Subtraction Exchange Plus/minus</p>
<p><b>Science</b></p> 	<p><b>Forces and magnets</b></p>	<p><b>Key knowledge</b> Compare how things move on different surfaces, magnetic forces of attraction and repelling, materials that are magnetic or non-magnetic, explain magnets have two poles and predict whether a magnet will attract or repel another magnet.</p> <p><b>Key vocabulary</b> Force, friction, magnet/ magnetic, attract, repel, contact, poles, metal(lic)</p>

<p>Art and Design</p> 	<p><u>Art- Urban Landscapes</u></p> <p>This unit encourages the children to creatively explore the school and surrounding community.</p>	<p><u>Key knowledge:</u></p> <p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Use colour mixing techniques.</li> <li>• Know the difference between tone and shade.</li> <li>• Be aware of perspective when placing features in their pictures.</li> </ul> <p><u>Key skills:</u></p> <p>Observational drawing. Using perspective. Composition- understanding the placement of elements in the picture. Colour mixing.</p>
<p>Computing</p> 	<p>Computing systems and networks - Connecting Computers</p> <p>Internet Safety</p>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> <li>• To identify input and output devices</li> <li>• To explore how digital devices can be connected</li> <li>• To recognise the physical components of a network</li> </ul> <p><u>Key vocabulary</u></p> <p>digital device, input, process, output, program, digital, non-digital, connection, network, switch, server, wireless access point (WAP), cables, sockets</p>
<p>Geography</p> 	<p>Holiday Destinations in Europe</p>	<p><u>Key knowledge</u></p> <p>This unit teaches children about the different countries that make up the continent of Europe.</p> <p><u>Key vocabulary</u></p> <p>Europe, Map, Atlas, Globe, Ocean, sea, Country, Capital city, weather</p>
<p>Music</p> 	<p>Let your spirit fly- RnB</p>	<p><u>Key knowledge</u></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 skills</u></p> <ul style="list-style-type: none"> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it, in turn, to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>
<p>Personal Social Health and Relationship Education</p> 	<p>Protective behaviours</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>• To know our rights and responsibilities</li> <li>• How to help myself when feeling unsafe <ul style="list-style-type: none"> <li>• To know my rules for my body</li> </ul> </li> <li>• Qualities of network people and friends</li> </ul> <p><u>Key Vocabulary</u></p>

		Rights, responsibilities, safety network, early warning signs
<p>Physical Education</p> 	<p>Personal skills</p> <p>Basketball Athletics</p>	<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 <b>rules</b> of specific sports.</p> <p><u>Key Vocabulary</u></p> <p>Dribbling, bouncing, sprinting, fair play, improve</p>
<p>Religious Education</p> 	<p>What charitable difference do Christians make in the UK?</p>	<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></p> <p>Care, Charity, Compassion, Empathy, Kindness, Motivation, Samaritan.</p>
<p>Spanish</p> 	<p>Greetings, colours and numbers.</p>	<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></p> <p>Hola, como estas?, Buenos dias, Buenos Noches, Adios.</p>