

Welcome to Year 3!

A reminder:

Homework = Weekly

Spellings = Weekly (with a test on Friday)

Additional projects may be introduced when in conjunction with our intriguing topics/STEAM work.

Let's take a peek at what we will be learning in Gecko Class throughout Term 1...



Summary

Our core focus for this term is the autobiographical book, "Coming to England" by Floella Benjamin. The main outcome will be to write letters from Floella to her grandmother all about settling into life in the UK. This means we also get to tie in some context around the Windrush Generation!



Key Vocabulary

bleak	mangoes
breadfruit	pier
British Empire	racism
disembark	saxophone
guavas	skyscraper
humid	Trinidad
immigrant	veranda
jazz	Windrush

English



New Skills

- Group related ideas into paragraphs
- Build a varied and rich vocabulary
- Use prepositions to express time, place and cause
- Introduce inverted commas to punctuate direct speech
- Use a variety of sentence forms

How can I help my child?

Having them read out loud is key!
Practise spellings
Having a good old fashioned conversation about ideas and words around you.

Core Skills

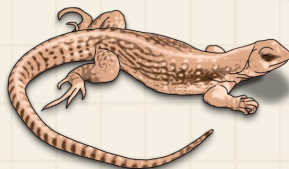
- know that a number is made up of some 100s, 10s and 1s
- represent numbers in multiple ways
- find 100, 10 and 1 more or less than a 3-digit number
- compare and order 3-digit numbers by looking at the digits in each place value. -understand the number line to 1,000
- start to know where numbers lie on the number line.

Vocabulary

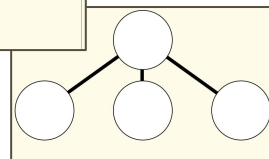
Hundred(s)	Less than (>)
100(s)	Greater than (<)
Thousand(s)	Multiply (X)
1000(s)	Division
Digits	Number sentence
Place value	Equals (=)
Exchange	Addition (+)
Compare	Subtraction (-)

Maths

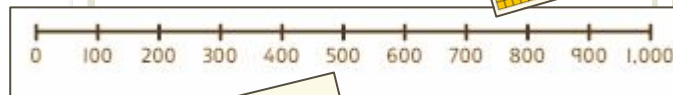
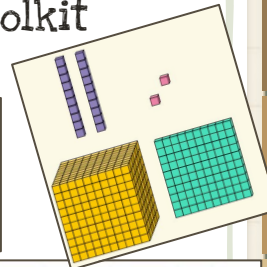
Place value
within
1,000



H	T	O
EXCHANGE	EXCHANGE	EXCHANGE



Maths Toolkit



10	4	?
?	?	?
20	?	?
6	?	?
?	+	?
		=

How can I help my child?

- Practice their Times Tables
- Log onto Doodle Maths or Doodle Tables
- Quiz them!

We will be able to:

Recall the three key functions of the skeleton

Describe a vertebrate, invertebrate, endoskeleton and exoskeleton and group animals.

Identify/name the skull, spine, ribs & pelvis.

Recall that muscles cause movements in the body.

Describe how muscles cause movement.

Recall that animals need food to survive.

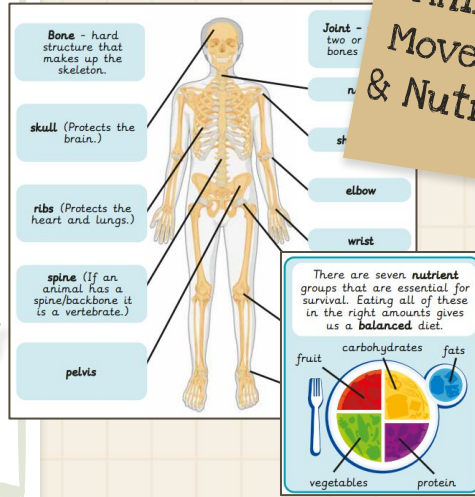
Describe examples of how energy is used by the body & make comparisons about the energy demands between people.

List some of the seven nutrient groups.

Name foods that are good sources of nutrients & describe what they are needed for.

Compare two different meals & explain which is more balanced by naming the nutrient groups and commenting on the relevant proportions.

Science



Animals: Movement & Nutrition

Vocabulary

movement

muscle

nutrient

protection

protein

skeleton

support

vertebrate

vitamin

water

balanced diet

bone

carbohydrate

endoskeleton

exoskeleton

fat

fibre

invertebrate

joint

mineral

Working Scientifically:

Record measurements of different bones & use the data to sort them into size order.

Describe some ways scientific research has improved the field of bionics/prosthetics.

Find relevant data on food packaging and make numerical comparisons.

We will be able to:

Name layers of the Earth in order & state facts about each layer.

Explain ways mountains can be formed.

Give an example of a mountain range & its continent.

Describe a tectonic plate & know where mountains occur.

Label the features of shield/composite volcanoes & explain how they form.

Name three ways in which volcanoes can be classified.

Describe how they form at tectonic plate boundaries.

Explain a mix of negative & positive consequences of living near a volcano.

State whether they would/would not want to live near a volcano.

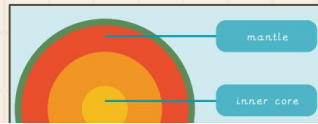
State how earthquakes are formed.

Explain that they happen along plate boundaries.

List negative effects earthquakes can have on a community.

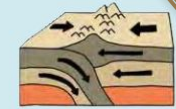
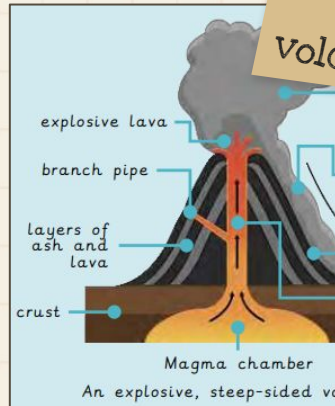
Observe, digitally record & map rocks using a symbol.

Identify rock types/origins based on collected data.



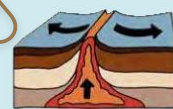
Geography

Why do people live near volcanoes?



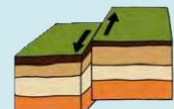
convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.



divergent

This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Key Vocabulary

active volcano
climate change
composite volcano
crust
dormant volcano
earthquake
epicentre
extinct volcano
fault line
fault-block
mountain
fertile soil
Sedimentary rock

fold mountain
geothermal energy
igneous rock
tectonic plate
inner core
outer core
magma
magma chamber
man-made rock
mantle
metamorphic rock
natural rock
shield volcano

We will be able to:

Explain how/why their worldview might change.
Identify differences between personal/organised worldviews.

Ask/answer open-ended questions.

Explain what is meant by a 'soul' & express ideas about what a soul means to us.

Understand that some people believe humans have a soul.

Compare beliefs about the soul.

Express ideas & compare our own beliefs.

Explain, how colour and images have been used in a piece of artwork to express an idea about the soul or inner self.

State benefits and challenges relating to Buddhist meditation.

Give examples of Buddhist meditation practices.

Explain reasons/purpose behind meditation.

Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'.

Religion & World Views

What makes us human?

Some people, including many who follow Christian and Hindu worldviews, believe humans have an immortal soul and for some this soul is part of a person's connection with God. For others, a soul is a person's thoughts and feelings. Some people do not believe humans have a soul at all.

Meditation is practised by some Buddhists and some people with other worldviews. Meditation may include focusing on thoughts, sounds or breathing; looking at or touching an item; repetitive movement or activity; chanting or picturing something in the mind.



Key Vocabulary

organised	belief
personal	blurb
practice	Buddhist
represent	connection
responsible	consciousness
soul	exist
spiritual	express
summarise	immaterial
unique	influence
Worldview	inner self
mindfulness	meditation



Art can be used to express beliefs and ideas that are hard to explain in words.

We will be able to:

Know the difference between organic and geometric shapes.

Use shapes to form the basis of a detailed drawing.

Use shading to demonstrate light and dark.

Shade with a reasonable degree of accuracy and skill.

Blend tones smoothly/follow the four shading rules.

Collect a varied range of textures using frottage.

Use tools competently, being willing to experiment.

Generate ideas mostly independently and compose.

Make considered cuts/tears to create their ideas.

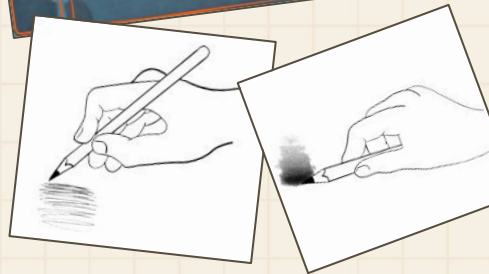
Understand how to apply tone, with some guidance about where to use it.

Draw a framed selection of an image onto a large scale with some guidance.

Try a range of drawing materials & demonstrate expressive marks by trying tools.

Art

Drawing: Growing Artists



Key Vocabulary

pressure

rubbing

scale

scientific

shading

shape

smooth

surface

tear

texture

tone

organic

viewfinder

abstract

arrangement

blend

botanical

botanist

composition

expressive

form

frame

frottage

geometric

gestural

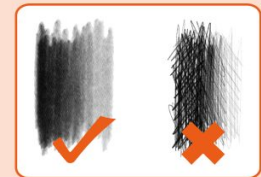
magnified

To shade in
ONE direction

To not leave
any gaps

To work neatly
to the edges

To create smooth
even tones



We will be able to:

Recognise that a network is two or more devices connected and its purpose.

Identify key components that make up the school's network.

Explain the difference between wired and wireless connections.

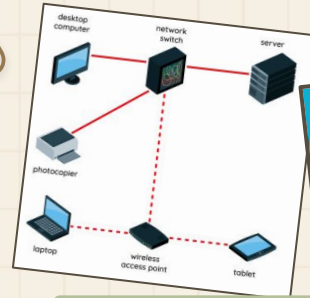
Recognise that files are saved on a server.

Understand the role of the server in a network when requesting a website.

Identify parts of a website's journey to reach your computer.

Recognise that routers connect to send information.

Understand that data is broken into packets.



Computing

Computing Systems & Networks



Different files can be sent through a network, including music, videos and photos.

Key Vocabulary

device
file
internet
network
network switch
packet data
router
server
the cloud
user
WiFi
wired
wireless
wireless access point

We will be able to:

Explain that fruits and vegetables grow in different countries based on their climates.

Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then.

Know that eating seasonal fruit and vegetables has a positive effect on the environment.

Design our own tart recipe using seasonal ingredients.

Understand the basic rules of food hygiene and safety.

Follow the instructions within a recipe.

We will be trying to tie this in with our Autumn/Harvest Celebration!



Design & Technology



Cooking:
Seasonal
Foods

Key Vocabulary

Climate
Dry climate
Exported
Imported
Mediterranean climate
Nationality
Nutrients
Polar climate
Recipe
Seasonal food
Seasons
Temperate climate
Tropical climate



Football skills/aims...

Physical: dribble, pass, receive, track

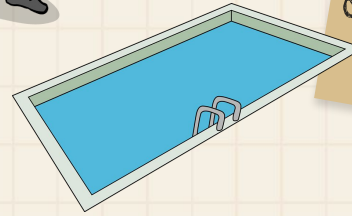
Social: co-operation, respect, communication

Emotional: determination, honesty, persevere, independence

Thinking: decision making, comprehension, select and apply, use tactics

As you can see, we work on a range of skills with the children (not just their physical football abilities) and so there are a range of ways in which they can make progress.

Sometimes we will work individually, sometimes in pairs or groups. Those who are confident will occasionally be used to mentor others and help build confidence.



P.E

Swimming
& Football

Key Vocabulary

*Dribbling
Passing
Defending
Attacking
Spatial Awareness
Agility
Cooperation
Communication
Perseverance
Receive
Track*

In swimming sessions, we will be led by trained coaches to improve our water confidence/safety whilst developing our technique in different aspects of the sport.



Key Vocabulary

- ballad
- ensemble
- compose

MUSIC

Ballads

We will be able to:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.



Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



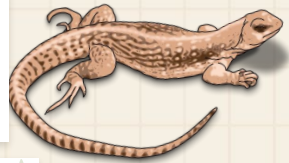
Ballads tell a story and usually have a similar structure to stories.



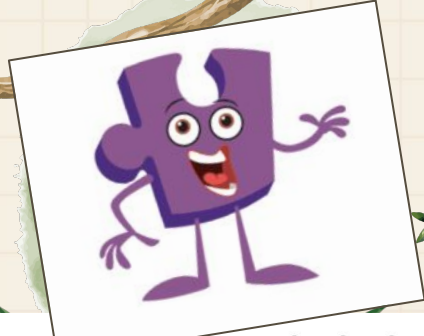
- OPENING** - Describes the setting, introduces the characters.
- BUILD UP** - Excitement and tension grows, gives emotion.
- CLIMAX** - Major dilemma.
- RESOLUTION** - Characters find a route through their difficulties.
- ENDING** - Happily ever after.

PSHE

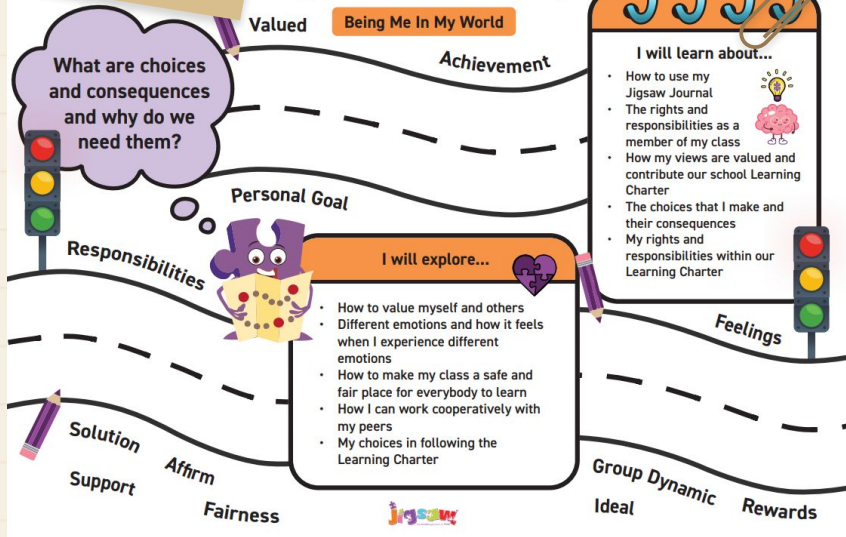
In PSHE the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. When accomplished, they unlock a piece of the jigsaw puzzle and on we go...



Being Me in My World



Jigsaw Jives Journey



Key Vocabulary

- | | |
|---------------|------------|
| Achievement | Teamwork |
| Acknowledge | Nightmare |
| Emotions | Affirm |
| Solutions | Reflection |
| Fairness | |
| Group dynamic | |