Let's see what's in store for Year 3, Term 2...
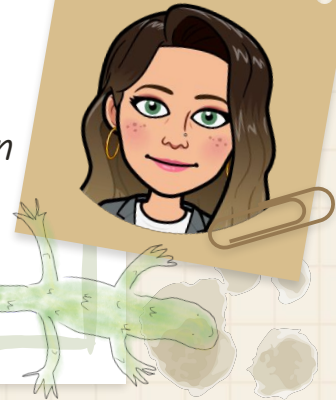
A reminder:

Homework = Weekly
Spellings = Weekly (with a test on Friday)
Times Tables = Weekly (with a test on Friday)
Additional projects may be introduced when in conjunction
with our intriguing topics/STEAM work.

English

Summary

Our core focus for this term is the seasonally-themed book, "Winter's Child" by Angela McAllister. The main outcome will be to write a fantasy story based on a fable. We also get to branch out and employ a wider range of descriptive devices!

Mastery Skills

- Use conjunctions and adverbs
- Use a or an according to the next word
- Create characters, settings and plot
- Use inverted commas for direct speech
- Use small details to describe characters
- Establish the setting in the first line
- Include a setting to create atmosphere
- Use imagery for description
- Use 1st or 3rd person consistently
- Use tenses appropriately
- Sequence story and use paragraphs

Key Vocabulary

shoot	mutter
lake	crisp
valley	gaze
ravine	distant
waterfalls	pale
snowdrift	tinkle
icicle	criss-cross
frost	tracks
chimes	fetch
reed	thaw

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.
Correct their spoken mispronunciations!

RE/PSHE

Arts/PE

Humanities.

Science

Maths

English

Maths

Addition & Subtraction

Mastery Skills

-add or subtract numbers with up to 3 digits within 1,000.
- use a range of strategies to complete calculations
- justify whether or not an exchange was necessary and be able to explain the effect of doing an exchange in terms of place value.
-justify an answer through checking strategies of approximation, estimation and the use of inverse operations.
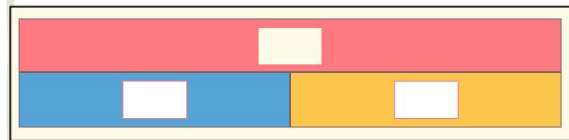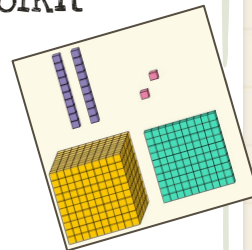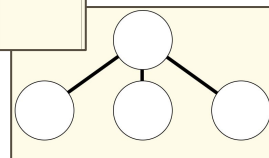
Vocabulary

Hundred(s)	Less than (>)
100(s)	Greater than (<)
Thousand(s)	Column method
1000(s)	Bar model
Digits	Number sentence
Place value	Equals (=)
Exchange	Addition (+)
Estimate	Subtraction (-)

Maths Toolkit

H	T	O
EXCHANGE	EXCHANGE	EXCHANGE

How can I help my child?

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

Homework is usually something that will address gaps or recap weaker areas!

Science

Forces & Space: Force and Magnets

We will be able to:

Identify examples of pushes, pulls and twists.

Define a force including describing, naming and classifying contact and non-contact forces.

Describe the relationship between friction and the roughness of a surface.

Identify examples of friction being useful or not.

Predict attraction and repulsion between like and opposite poles.

Identify examples of magnetic and non-magnetic materials.

Name some examples of types of magnet and compare their strengths.

Describe some examples of the uses of magnets.

Vocabulary

force
contact force
non-contact force
friction
magnetism
magnet
north pole

south pole
magnetic
material
non-magnetic
material
attract
repel
electromagnet

north pole   south pole

Working Scientifically:

Use arrows/scientific vocabulary to show direction and use evidence to support conclusions. Identify the variables to change, measure and control. Classify materials as magnetic or non-magnetic. Label the axes of a bar chart. Identify key information from a source. Use more than one source to research a question.

RE/PSHE

Arts/PE

Humanities.

Science

Maths

English

History

We will be able to:

Accurately place AD and BC on a timeline.

Identify conclusions that are certainties and possibilities based on archaeological evidence.

Explain the limitations of archaeological evidence.

Use artefacts to make deductions.

Identify gaps in knowledge of Bronze Age.

Explain how bronze was better than stone.

Explain how trade increased during the Iron Age and why coins were needed.

Identify changes and continuities between the Neolithic and Iron Age periods.

Explain which period they would prefer to have lived in, providing evidence for their choice.

Key Vocabulary

Stone Age
BC/AD
prehistory
Ancient Egypt
Ancient Greece
Anglo-Saxons
Vikings
period
Palaeolithic
Mesolithic
Neolithic
Skara Brae
settlement

archaeological evidence
limitations
Amesbury Archer
Stonehenge
artefacts
deduction
flint
bronze/copper/tin
trade
import/export
goods/barter
change/continuity
tribes/king/chief
reconstruction

Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

Don't forget about our visit to Cheddar Gorge with live demonstrations!

RE/PSHE

Arts/PE

Humanities.

Science

Maths

English

RE/PSHE

Arts/PE

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Religion & World Views

We will be able to:

Explain what morals, rules and guidance are.

Identify ways people decide what is right and wrong.

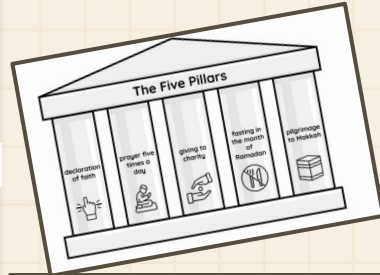Evaluate how Golden Rules might help people make moral decisions.

Explain how some people remember important guidance using physical items.

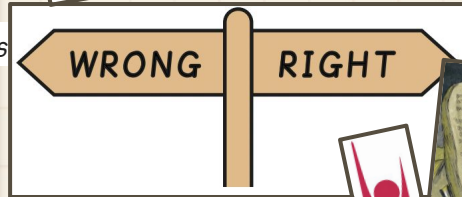Identify similarities and differences between different religious guidance.

Identify common themes across religious and non-religious guidance.

Present their own ideas for a moral code and explain their ideas clearly.

Where do our morals come from?

The Five Pillars

declaration of faith | prayer five times a day | giving to charity | fasting in the month of Ramadan | pilgrimage to Makkah

WRONG   RIGHT

Key Vocabulary

Christian Bible

commandment

covenant

decision

duty

envious

experience

forbidden

Golden Rule

good deed

guidance

Hajj

Humanist

mitzvot

moral

Moses

Niyama

observance

prayer shawl

reasoning

restrictive

sabbath

Salat

Shahadah

Sawm

tallis

tassel

Torah

tzitzit

Yama

Zakat

Art

Prehistoric Painting

We will be able to:

Recognise the processes for creating prehistoric art.

Explain approximately how many years ago prehistoric art was produced.

Use simple shapes to build initial sketches.

Create a large scale copy of a small sketch.

Use charcoal to recreate the style of cave artists.

Demonstrate good understanding of colour mixing with natural pigments.

Discuss the differences between prehistoric and modern paint.

Make choices about equipment or paint to recreate features of prehistoric art.

Successfully make positive/negative handprints in a range of colours.

Apply knowledge of colour mixing to make natural colours.

Key Vocabulary

charcoal

composition

negative image

pigment

positive image

prehistoric

proportion

scaled up

sketch

smudging

texture

tone

Look for the big shapes

Positive print

Negative print

Computing

Programming: Scratch

We will be able to:

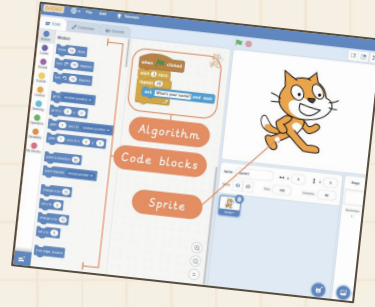*Explain what some of the blocks do in Scratch.*

Explain what a loop is and include one in their program.

Suggest possible additions to an existing program.

Recognise where something on screen is controlled by code.

Use a systematic approach to find bugs.

Explain what an algorithm is and its purpose.

Algorithm
Code blocks
Sprite

Key Vocabulary

Algorithm	*Review*
Animation	*Scratch*
Application	*Sprite*
Code	*Tinker*
Code block	*Loop*
Coding application	*Predict*
Debug	*Program*
Decompose	
Interface	
Game	
Remixing code	
Repetition code	

Design & Technology

We will be able to:

Draw accurate diagrams with correct labels, arrows and explanations.

Correctly identify definitions.

Identify five appropriate design criteria.

Communicate two ideas using thumbnail sketches.

Develop one idea using an exploded diagram.

Select appropriate materials to build a working pneumatic system.

Assemble pneumatic systems within the housing to create the desired motion.

Create a finished pneumatic toy that fulfills the design brief.

Mechanical Systems: Pneumatic Toys

Eye
Eyelashes
Split pin
Pipecleaner decoration
Arm
Balloon
...ic tube

Key Vocabulary

mechanism

lever

pivot

linkage system

pneumatic system
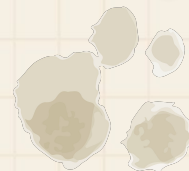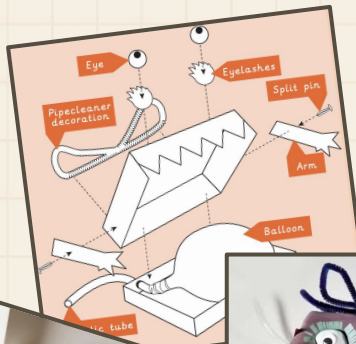
input

output

component

thumbnail sketch

research

adapt

properties

reinforce

motion

Tag Rugby skills/aims...

Physical: throw, catch, run, change direction, change speed

Social: support others, inclusion, communication, collaboration, respect

Emotional: determination, honesty, independence, perseverance

Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development.

P.E

Swimming & Tag Rugby

Key Vocabulary

Forward Pass
Passing
Defender
Attacking
Spatial Awareness
Agility
Cooperation
Communication
Perseverance
Receive
Dodge
Offside

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.

webb ellis
ENGLAND RUGBY TRAINER

MuSiC

We will be able to:
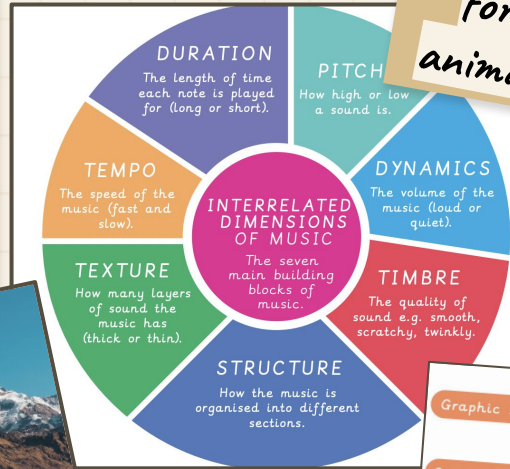
Verbalise how the music makes them feel.

Create actions or movements appropriate to each section of a piece of music.

Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.

Play melodies and rhythms which represent the section of animation they are accompanying.
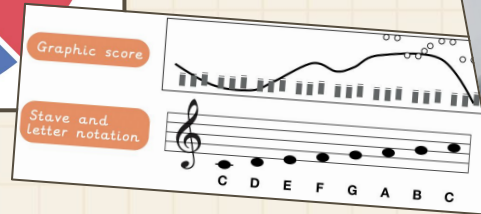
Key Vocabulary

influence
listen
dynamics
timbre
pitch
repeated rhythm
pattern
notation
ensemble
compose

INTERRELATED DIMENSIONS OF MUSIC
The seven main building blocks of music.

DURATION
The length of time each note is played for (long or short).

PITCH
How high or low a sound is.

DYNAMICS
The volume of the music (loud or quiet).

TIMBRE
The quality of sound e.g. smooth, scratchy, twinkly.

STRUCTURE
How the music is organised into different sections.

TEXTURE
How many layers of sound the music has (thick or thin).

TEMPO
The speed of the music (fast and slow).

Graphic score

Stave and letter notation

C D E F G A B C

RE/PSHE
Arts/PE
Humanities.
Science
Maths
English

RE/PSHE

Arts/PE

Humanities.

Science

Maths

English

PSHE

Celebrating Difference

In this Puzzle the class will learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm down and discuss a technique called 'solve it together.' They will revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. They also talk about using problem-solving techniques in bullying situations. They also talk about giving and receiving compliments and the feelings associated with this.

Key Vocabulary

Achievement

Acknowledge

Emotions

Solutions

Fairness

Group dynamic

Teamwork

Nightmare

Affirm

Reflection

Jigsaw Jino's Journey

Celebrating Difference

safe

compliment

Why do we like to belong?

connected

consequences

bullying

caring

hurtful

loving

witness

conflict

solve

I will learn about...

- How all families are different
- The differences in my own family
- What to do if I witness bullying
- Words that can cause harm to others
- How my words might affect someone's feelings

I will explore...

- Who is special to me
- Different ways to calm myself down
- The 'solve it together' technique
- How to help someone who is being bullied
- The impact of the words I choose to use on others
- How to give and receive compliments

Jigsaw