

Welcome to Year 3!

REMINDER

Homework -
SPaG/Maths/Reading = Weekly
(Set Wednesday, handed in on a
Tuesday)

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

Let's take a peek at what we will
be learning in Year 3 throughout
Term 1...

Useful Learning

Whilst not compulsory outside
of school, pupils have logins for
Spelling Shed and Doodle
Maths which can be utilised at
home! Here they can play
games and complete tasks
based on their learning.
Your child should know their
login by Week 3, but feel free to
message us if they need a
reminder.

Spelling Shed 
★ **doodlelearning**



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 using the SPaG home learning.
Having a good old fashioned conversation about ideas and words around you.

Core Skills

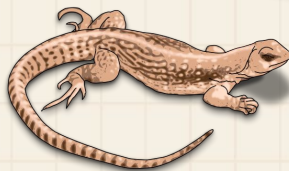
- know that a number is made up of some 100s, 10s and 1s
- represent numbers in multiple ways
- find 100, 10 and 1 more or less than a 3-digit number
- compare and order 3-digit numbers by looking at the digits in each place value. -understand the number line to 1,000
- start to know where numbers lie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

Vocabulary

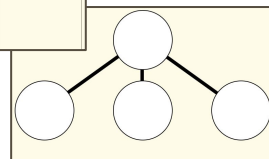
Hundred(s)	Less than (>)
100(s)	Greater than (<)
Thousand(s)	Multiply (X)
1000(s)	Division
Digits	Number sentence
Place value	Equals (=)
Exchange	Addition (+)
Compare	Subtraction (-)

Maths

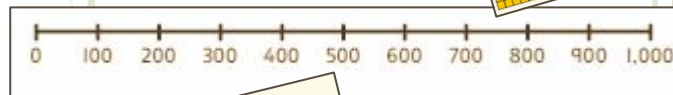
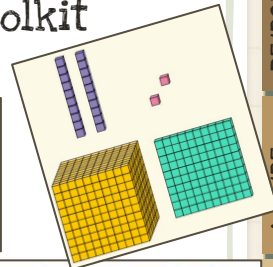
Place value
within
1,000



H	T	O
EXCHANGE	EXCHANGE	EXCHANGE



Maths Toolkit



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

How can I help my child?

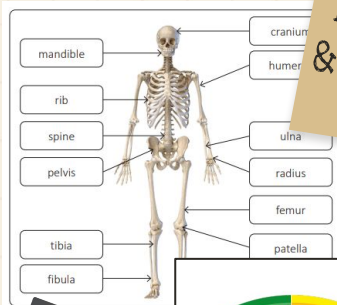
- Practise their Times Tables
- Log onto Doodle Maths or Doodle Tables
- Quiz them!

We will be able to:

Your child will use the term 'nutrition', learning that it is a life process by which all living things get or make food. They will learn that humans are omnivores because of their teeth and ask scientific questions about the human diet and research to find the answers. They will learn how humans need a balanced diet containing various foods in the right proportions from the main food groups. They will read information to compare the diets of different animals, revisiting learning about how animals' diets change with the seasons. They will learn the function of the human skeleton, observing and then labelling the location of its major bones. They will learn what joints are and investigate how they allow us to move easily. They will learn the function of muscles and identify how they work in pairs before observing firsthand the movements their muscles bring about. They will carefully examine different skeleton types and use the terms 'vertebrate', 'invertebrate', 'endoskeleton' and 'exoskeleton'. They will complete their learning by generating scientific questions on the theme of nutrition, skeletons and muscles and use observation or research to find the answers.

Science

Animals:
Movement
& Nutrition



Vocabulary

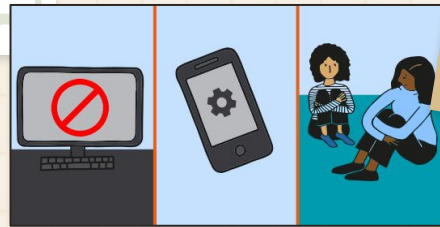
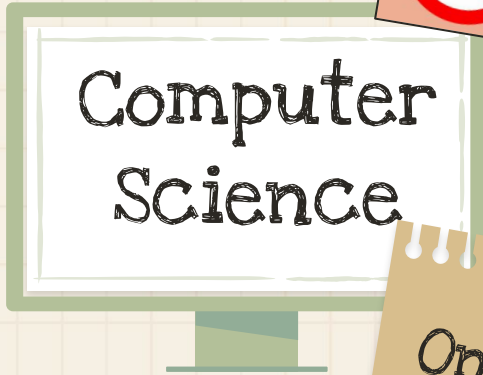
movement	balanced diet
muscle	bone
nutrient	carbohydrate
protection	endoskeleton
protein	exoskeleton
skeleton	fat
support	fibre
vertebrate	invertebrate
vitamin	joint
water	mineral

Working Scientifically:

Working scientifically - Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research Describe some ways scientific research has improved the field of bionics/prosthetics. Using microscopes to observe bones.

We will be able to:

- ❑ Differentiate between fact, opinion and belief online.
- ❑ Explain how to deal with upsetting online content.
- ❑ Recognise that digital devices communicate with each other to share personal information.
- ❑ Explain what social media platforms are used for.
- ❑ Recognise why social media platforms are age-restricted.



Key Vocabulary

accurate	opinion
age restrictions	online emotions
autocomplete	organisation
belief	permission
charity	privacy settings
content	reliable
digital device	search engine
fact	smart devices
fake news	social media
hoax	platforms
internet	

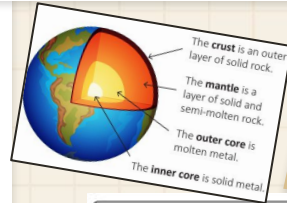


We will be able to:

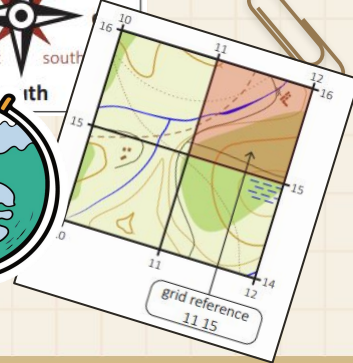
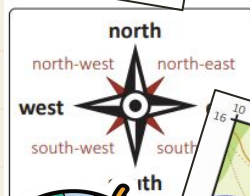
In the One Planet, Our World project, your child will use maps to locate countries and read four-figure grid references. They will sort and classify human and physical features, and begin to use the eight points of a compass to locate geographical features on a map. Your child will study data to find out about life in three settlements. They will learn about the layers of Earth and study plate tectonics. They will name and describe the five major climate zones on Earth and begin to use longitude and latitude to locate places on a world map. Your child will locate and name countries and capital cities in Europe before studying significant human and physical features in the United Kingdom. They will learn about significant UK counties and cities and carry out fieldwork to study the effect of weather on the local environment. Your child will learn the five main types of land use and carry out an enquiry to discover more about local land use.



Geography



One Planet,
Our World



Key Vocabulary

Earthquake	Mediterranean climate
Industry	south tropical climate
inner core	Molten
Atlas	plate boundary urban
easting intercardinal	polar climate
point	Southern Hemisphere
Climate	mountain population
equator	Volcano
Europe	tectonic plate
Compass	north-east Prime
Fieldwork	Meridian temperate climate
Continent	Northern
four-figure grid reference	hemisphere
latitude	Temperature
Coordinate	North-west
geographical data	tourist
longitude	Ordnance Survey
maqma	settlement
Crust	outer core
mantle	

Knowledge Summary

Contrasting colours, also called complementary colours are colours found on the opposite sides of the colour wheel. They provide maximum contrast to each other.

Contrasting/complementary colours are, red and green, yellow and purple and orange and blue.

Analogous colours are groups of colours that are next to each other on the colour wheel.

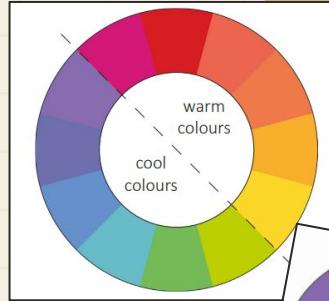
Warm colours include red, yellow and orange.

Tertiary colours are made by mixing equal amounts of a primary and secondary colour.

Cool colours include blues, greens and some purples.

Artists use colour in different ways to create different effects. This includes using colour to make features stand out or to create a particular mood or atmosphere.

Art



Key Vocabulary

analogous	To be similar to something else.
complementary	Something that enhances something else.
harmonious	Working well together.
primary colour	A colour that cannot be made by mixing other colours.
secondary colour	A colour that is made by mixing equal amounts of two primary colours.
tertiary colour	A colour that is made by mixing equal amounts of a primary and secondary colour.

SKILLS

- Identify, mix and use contrasting coloured paints.
- Compare artists and identify significant characteristics of the same style of artwork, structures and products through time.

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.



MUSIC

Ballads



Key Vocabulary

ballad

ensemble

compose

stanza

dynamics

rhyme

lyrics

performance

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.

We will be able to:

This project is linked to our Geography, History and Science!

This project teaches children about food groups and the Eatwell guide. We learn about methods of cooking and explore these by cooking potatoes and ratatouille. We will choose and make a taco filling according to specific design criteria.

SKILLS

Use appliances safely with adult supervision.

Prepare and cook a simple savoury dish.

Identify and name foods that are produced in different places.

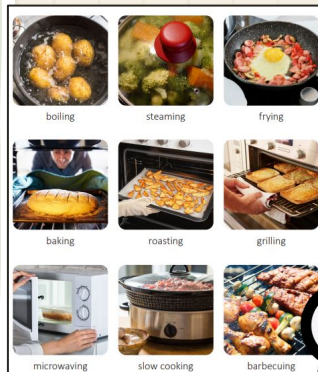
Develop design criteria to inform a design.

Explain the importance and characteristics of a healthy, balanced diet.

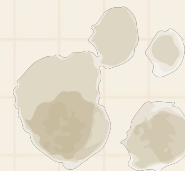
Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars).

Describe how key events in design and technology have shaped the world.

Design & Technology



Cook Well, Eat Well!



Key Vocabulary

bake	mineral
barbecue	nutrient
boil	protein
calcium	ratatouille
carbohydrate	roast
design criteria	simmer
Eatwell Guide	slow cooking
food groups	steam
fry	taco
grill	vitamin
microwave	

Dance skills/aims:

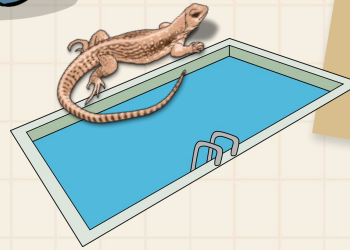
Physical: actions, dynamics, space, relationships, balance, jumps

Social: share ideas, respect, collaboration, inclusion, leadership, safely

Emotional: Confidence, acceptance, sensitivity, perseverance

Thinking: select and apply actions, creativity, observe and provide feedback

P.E



Swimming & Dance



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

Action	Perform
Canon	Pose
Create	Timing
Dynamics	unison
Explore	
Expression	
Extend	
Feedback	
Formation	
Interact	
Pathway	



We will be able to:

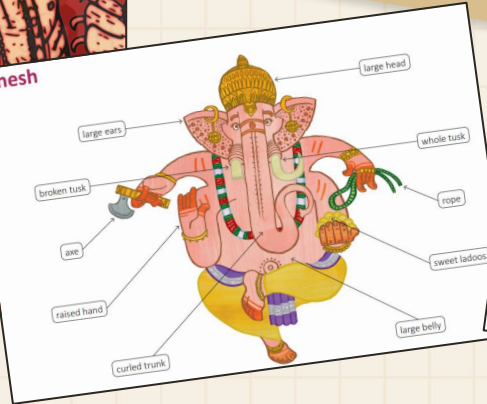
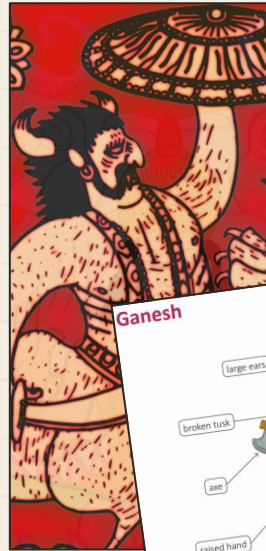
Through studying the Hindu festival of Ganesh Chaturthi, year 3 will be exploring and describing a range of Hindu beliefs, stories, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

We will learn that Hindus celebrate the birthday of Lord Ganesh during Ganesh Chaturthi, and that they pray to Ganesh to remove obstacles when starting something new or mention his name first when they perform puja to make sure nothing will get in the way of their worship and prayer.

We will explore how Ganesh Chaturthi celebrations vary around the world and last between one and 10 days. We will explore how statues of Ganesh are made from clay and placed in homes, temples and even in the street! Sweets are also a big part of the festival, and we will investigate how they remind worshippers of the good things in life and Ganesh's sweet tooth.

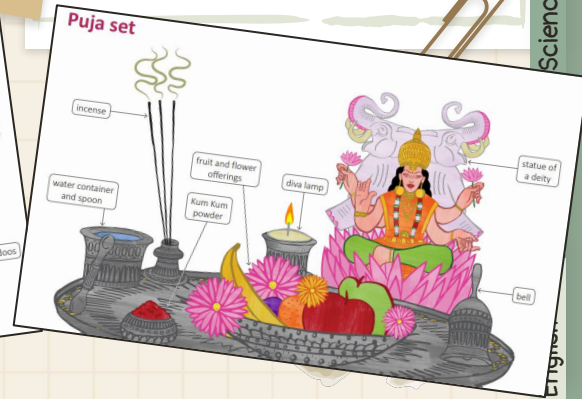
Religion & World Views

Hinduism:
Ganesh
Chaturthi



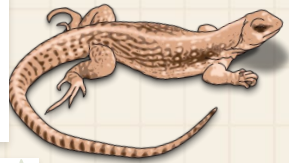
Key Vocabulary

arti lamp	prayer
deity	Puja
incense	Ganesh
laddoos	Parvati
Lakshmi	Shiva
murti	Ganesh
	Chaturthi

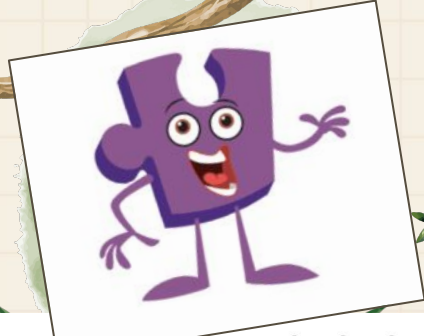


PSHE

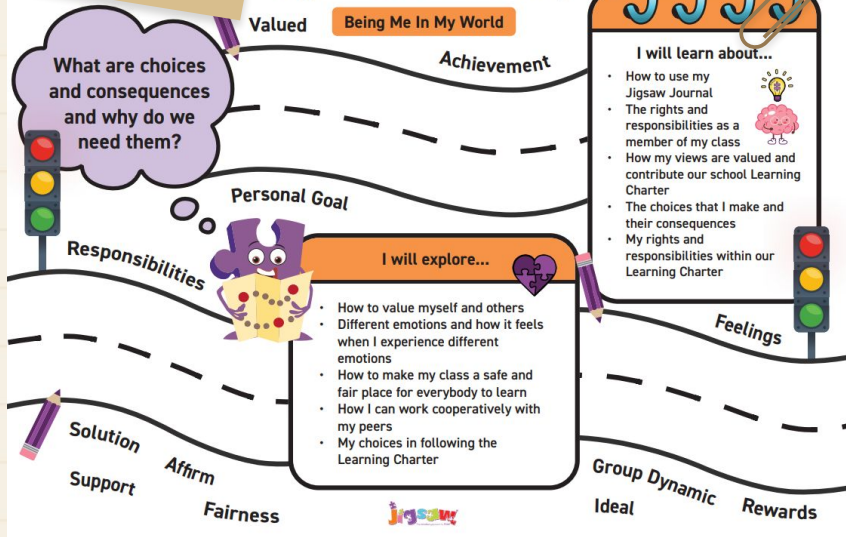
In PSHE the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. When accomplished, 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 | |