



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

Useful Learning

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.

Just a reminder that whilst
not compulsory outside of
school, we are encouraging
pupils to use Spelling Shed
and Doodle Maths at home
to support their learning.
They can play games and
complete tasks based on
what we are doing in class. If
they still need help logging
on, feel free to drop us a
message to ask for help!

Spelling Shed  ★ doodlelearning



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!



Key Vocabulary

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

English



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



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!

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

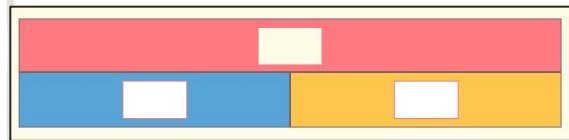
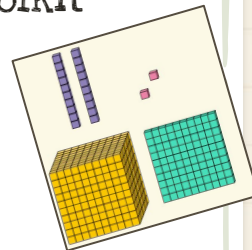
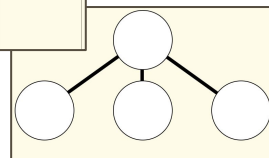
Hundred(s)	Less than (>)
100(s)	Greater than (<)
Thousand(s)	Column method
1000(s)	Bar model
Digits	Number sentence
Place value	Equals (=)
Exchange	Addition (+)
Estimate	Subtraction (-)

Maths

Addition & 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!

Mastery Skills

Children who have mastered this unit will start to know their 3, 4, and 8 times-tables off by heart. They will know when to multiply and will understand the difference between equal grouping and sharing. They will know that some divisions do not always give a whole answer and can have a remainder. They will be able to represent multiplication and division problems using a bar model.

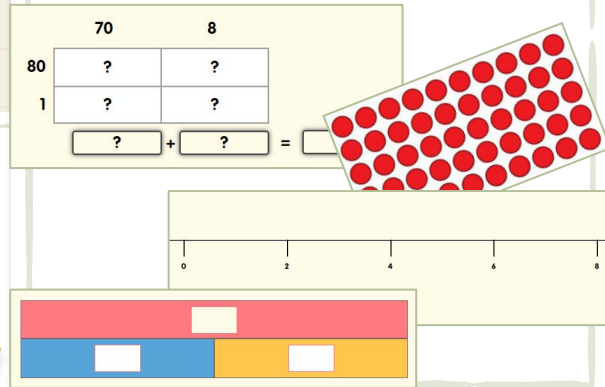
Vocabulary

multiply, multiplication, division, divide, calculation, number sentence, equal to, sharing, grouping, array, bar model, whole, remainder, leftover, pattern, method, times table.

Maths

Multiplication & Division

Maths Toolkit



How can I help my child?

- Practice their Times Tables (this is the biggest help!)
- Log onto Doodle Maths or Doodle Tables
- Quiz them!

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

We will be able to:

- Explain the characteristics of a healthy, balanced diet for animals, including humans.
- Understand why certain animals eat seasonally and how they undertake this.
- Conduct our own research using primary and secondary sources.
- Plan and devise our own methodology for an investigation.
- Dissect an owl pellet following steps and using equipment appropriately.
- Observe and identify bones and found compare to other animals.
- Make scientific observations about the diet of a specific owl.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.

Science



Investigative Question:
What do owls eat?

Vocabulary

- | | |
|---------------|-------------|
| Owl | Methodology |
| Diet | Evaluation |
| Pellet | Examination |
| Regurgitate | Observation |
| Digest | Predator |
| Investigation | Prey |
| Research | Identify |
| Skeleton | |

Working Scientifically:

Conduct investigative research using secondary sources; devise a method and plan an investigation; gather and record findings in a variety of ways (diagrams, tables, charts and graphs); take measurements in standard units, using a range of simple equipment; dissect, observe, identify and discuss findings.

We will be able to:

Accurately place AD and BC on a timeline.

Learn about changes in Britain from the Stone Age to the Iron Age.

Explain the limitations of archaeological evidence.

Use artefacts to make deductions.

Identify key changes from Bronze to Iron age.

Explain how bronze was better than stone.

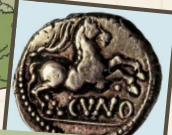
Identify changes and continuities between the Neolithic and Iron Age periods.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.

Understand the methods of historical enquiry, including how evidence is used to make historical claims.

History

Through the
Ages!
(Stone Age, Bronze
Age, Iron Age)



We are launching this
topic with our school
trip to Cheddar Gorge!

Key Vocabulary	archaeological evidence
Stone Age	limitations
BC/AD	Amesbury Archer
prehistory	Stonehenge
Ancient Egypt	artefacts
Ancient Greece	deduction
Anglo-Saxons	flint
Vikings	bronze/copper/tin
period	trade
Palaeolithic	import/export
Mesolithic	goods/barter
Neolithic	change/continuity
Skara Brae	tribes/king/chief
settlement	reconstruction

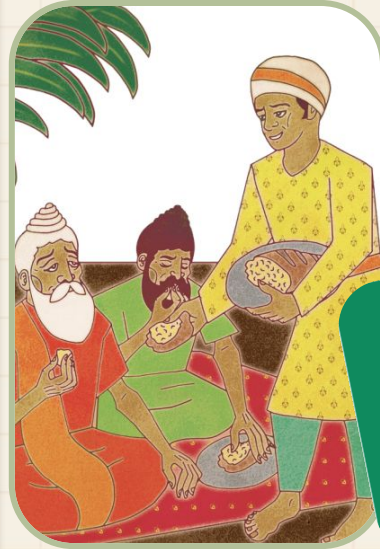


We will be able to:

Through studying the Sikh festival of Guru Nanak Gurburab, year 3 will begin to learn the origins of Sikhism and Guru Nanak himself. They will develop an understanding of the teachings of Guru Nanak, begin to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

They will also have the opportunity to explore a Gurdwara, and how Guru Nanak's beliefs about God, service to others and the need to treat people equally can be seen in the building.

Religion & World Views



Sikhism:
Guru
Nanak
Gurburab



Key Vocabulary

- equality
- Faith
- Golden Temple
- Granthi
- Gurdwara
- guru
- Guru Granth Sahib
- Gurburab
- Karah Parshad
- Langar
- Nagar Kirtan
- Ragis
- Sewa
- Sikhism
- Waheguru

We will be able to:

Recognise the processes for creating prehistoric art.

Understand more about Bell Beaker culture and significant people;

Sketching; Clay techniques; Making Bell Beaker-style pots.

Create sketchbooks to record our observations and use them to review and revisit ideas.

Improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).

Learn about great artists, architects and designers in history.

Evaluate and analyse creative works using the language of art, craft and design.

Art



Prehistoric Pots (Bell Beaker pottery)



Linking to our History topic:
Through the Ages!



Key Vocabulary

archaeologist

Bell Beaker

coil

comb

cord

form

herringbone

pattern

joining clay

pattern

pinch pot

pottery

prehistoric

rope

score and slip

technique

shell

slip

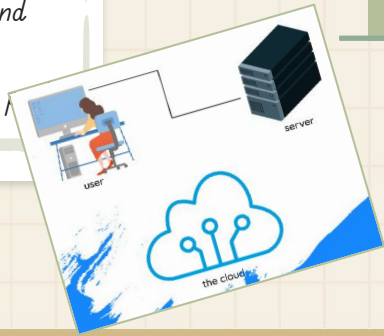
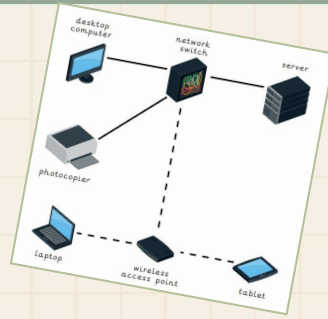
stone

twig

zigzag

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



Key Vocabulary

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

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.

Cricket skills/aims...

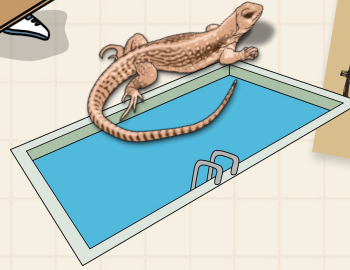
Physical: underarm and overarm throwing, underarm bowling, batting, catching, balancing, running

Social: communication, support, collaboration, respect

Emotional: determination, honesty, perseverance

Thinking: select and apply skills and tactics, make decisions

P.E



Swimming,
cricket &
tag rugby

Key Vocabulary

Forward Pass

Passing

Defender

Attacking

Spatial

Awareness

Agility

Cooperation

Communication

Perseverance

Receive

Dodge

Offside

Accuracy

Caught out

No ball

Runs

Strike

Tactics

Technique

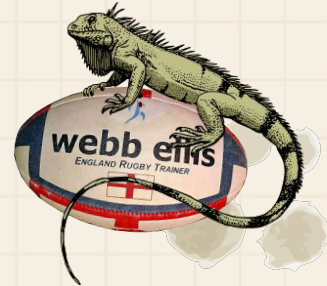
Tournament

Track

Umpire

Wicket

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.



We will be able to:

Verbalise how the music makes them feel.

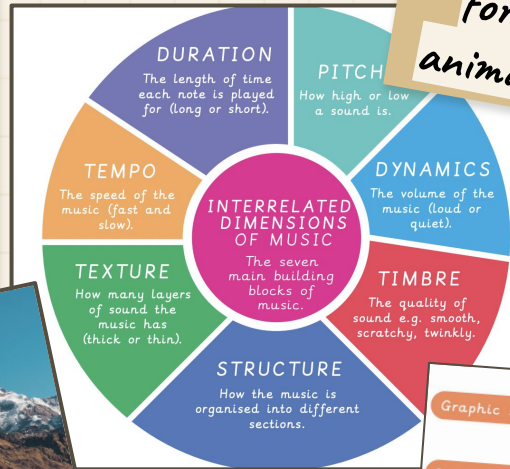
Create actions or movements appropriate to each section of a piece of music.

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.

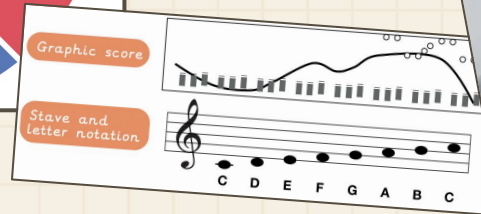
MUSIC

Creating compositions for an animation



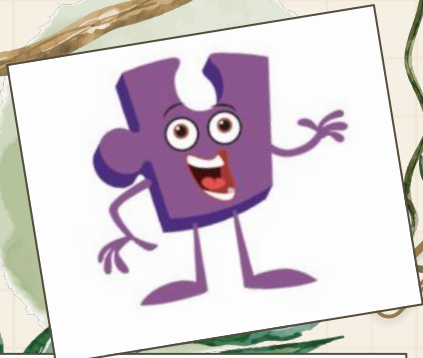
Key Vocabulary

influence
listen
dynamics
timbre
pitch
repeated rhythm
pattern
notation
ensemble
compose



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

safe Celebrating Difference

compliment

connected

bullying

consequences

witness **loving** **hurtful**

Why do we like to belong?

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

consequences

bullying

conflict

solve

witness

loving

hurtful