

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, Times Tables Rock
Stars and Doodle Maths which
can be utilised at home! Here they
can play games and complete
tasks based on their learning.
Logins will be stuck on the inside
cover of your child's home
learning book.



Spelling Shed 

★ doodlelearning

Miss
Thornton

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

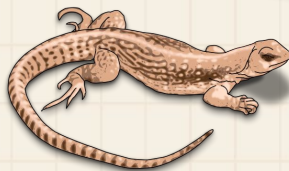
- know that a number is made up of some 100s, 10s and 1s
- represent numbers in multiple ways
- find 100, 10 and 1 more or less than a 3-digit number
- compare and order 3-digit numbers by looking at the digits in each place value. -understand the number line to 1,000
- start to know where numbers lie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

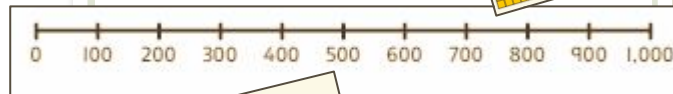
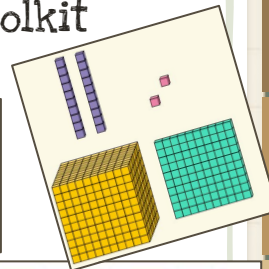
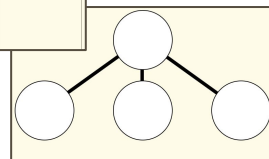
Maths

Place value
within
1,000



H	T	O
EXCHANGE	EXCHANGE	EXCHANGE

Maths Toolkit



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

How can I help my child?

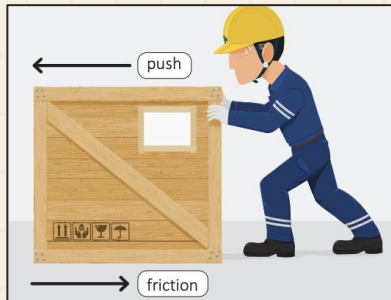
- ☐ Practise their Times Tables
- ☐ Log onto Doodle Maths or Doodle Tables.
- ☐ Quiz them!

We will be able to:

In the Forces and Magnets project, we will learn what forces are and what they do. We will learn about pushing and pulling forces and sort different actions into pushes and pulls. We will identify and explain contact forces. We will learn about and investigate frictional forces. We will use force meters to measure the forces needed to carry out everyday tasks and record their measurements. We will learn about magnetism (a non-contact force) and explore bar magnets. We will find out about magnetic attraction, repulsion and magnetic fields. We will test the magnetic properties of different objects. We will learn about the magnetism of the Earth and how this enables compasses to work. We will use this knowledge to make compasses. We will learn about the uses of friction and magnetism and carry out research. We will use different methods to investigate the strength of magnets.

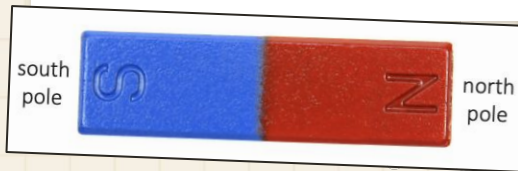
Science

Forces & Magnets



Vocabulary

- | | |
|---|---|
| ☐ Alloy | ☐ iron filings |
| ☐ magnetic force | ☐ Newton |
| ☐ pull | ☐ south pole |
| ☐ Atmosphere | ☐ Lubricant |
| ☐ Attract | ☐ Nickel |
| ☐ Force meter | ☐ steel |
| ☐ Magnetism | ☐ Compass |
| ☐ repel | ☐ Magnet |
| ☐ Attraction | ☐ non-contact |
| ☐ Friction | ☐ contact force |
| ☐ repulsion | ☐ north pole |
| ☐ Iron | ☐ tread pattern |
| ☐ magnetosphere | ☐ magnetic field |

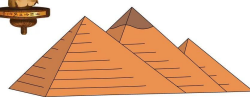


We will be able to:

In the Ancient Egypt project, we will travel back thousands of years to uncover the mysteries of one of the world's most fascinating civilisations! We will discover how the River Nile helped Ancient Egypt to grow and explore what everyday life was like for farmers, craftspeople, scribes, priests and pharaohs. We will investigate the secrets of pyramids, tombs and mummification and discover why the Ancient Egyptians had such strong beliefs about gods and the afterlife. We will unlock the world of hieroglyphics and become history detectives as we examine evidence from the past. We will use clues from historical sources to ask questions, make observations and piece together what happened in the past. Finally, we will bring our discoveries together to create a historical report and use evidence to reach our own conclusions about what made Ancient Egypt such an extraordinary civilisation.

Ancient
Egyptians

History



Key Vocabulary

- ☐ civilisation
- ☐ Hieroglyphics
- ☐ pyramids
- ☐ tombs
- ☐ artifacts
- ☐ evidence
- ☐ civilisation
- ☐ Government
- ☐ religion
- ☐ Scribe
- ☐ Sarcophagus
- ☐ Pharaoh
- ☐ Chronology
- ☐ Canopic jars
- ☐ Dynasty

We will be able to:

This term, explore the topic connect computers looking at how computers and digital devices work. We will learn about inputs, processes, and outputs. They will compare digital and non-digital devices and learn how computers can be connected to form networks. We will identify key network equipment, such as switches and wireless access points, and discover how connecting devices allows people to share information and resources.

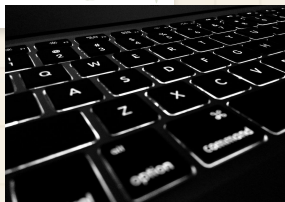
Connecting
computers

Computer Science

Key Vocabulary

- ☐ Digital device
- ☐ password
- ☐ Input
- ☐ process
- ☐ output
- ☐ switch
- ☐ Computer network
- ☐ server
- ☐ Wireless connection point

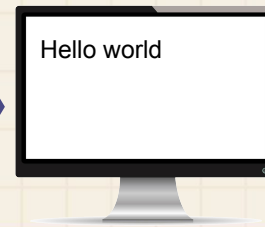
Input



Process

When 'H' key
pressed,
display 'H'
When 'e' key
pressed,
display 'e'
When...

Output



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.

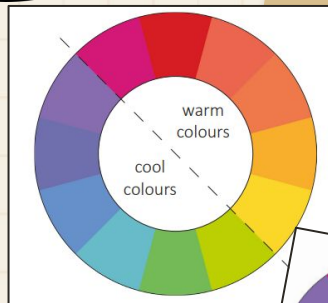
Warm colours include red, yellow and orange.

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:

In this unit, pupils are introduced to the glockenspiel. They learn to read, write and perform from both dot notation and western notation. Pupils extend their understanding of pitch and rhythm through composition, improvisation and performing activities. Pupils engage in listening activities to identify instruments and inter-related dimensions of music. Pupils sing as a class ensemble and in parts. They select and apply skills and knowledge to compose melodies and perform as a soloist, small groups and whole class ensemble.

Music

Glockenspiels



adagio
slow



andante
walking



allegro
fast



piano
quiet



forte
loud



Key Vocabulary

Adagio

Melody

allegro

Minim

Audience

paired quavers

bar

Percussion

bar line

Performance

crotchet

pianissimo

crotchet rest

Pitch

Duration

Semibreve

Dynamics

Stave

Fortissimo

Tempo

Glissando

time signature

treble clef

Notation

4 beat semibreve:
'lo-a-o-ng'



2 beat minim:
'lo-ng'



1 beat crotchet:
'short'



two ½ beat
paired quavers:
'shor-ter'



We will be able to:

By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, find France on a map and be able to recall at least 1 Francophone country, use key greetings, ask and answer the question 'How are you?' in French, ask and answer the question 'What is your name?' in French, count to 10 in French and read, write, say and recognise 10 colours in French.

They will be starting to work on their memory skills so that language and the spelling of new words is remembered after the lesson. They will also be learning to look for cognates first (such as 'bleu' for 'blue') and associating words and phrases to images.

French

J'apprends le français (I Am Learning French)



 ça va très bien	 ça va bien
 comme ci, comme ça	 ça va mal

bleu	jaune	rose
blanc	vert	violet
rouge	gris	marron
noir	orange	

Key Vocabulary

Bonjour	six
Salut!	sept
Ça va?	huit
Ça va bien	neuf
Ça va mal	dix
Comme ci, comme ça	rouge
Au revoir	bleu
À plus tard!	jaune
Comment t'appelles-tu ?	vert
Je m'appelle...	noir
un	blanc
deux	gris
trois	orange
quatre	violet
cinq	marron

 un	 deux	 trois	 quatre	 cinq
 six	 sept	 huit	 neuf	 dix

We will be able to:

This project teaches children about food groups and the Eatwell guide. We learn about methods of cooking and explore these by cooking meat and vegetables. 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
barbecue
boil
calcium
carbohydrate
design criteria
Eatwell Guide
food groups
fry
grill
microwave

mineral
nutrient
protein
roast
simmer
slow cooking
steam
taco
vitamin

Dance skills/aims:

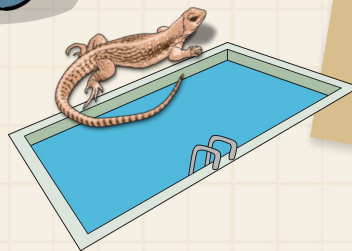
Physical: actions, dynamics, space, relationships, balance, jumps

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:

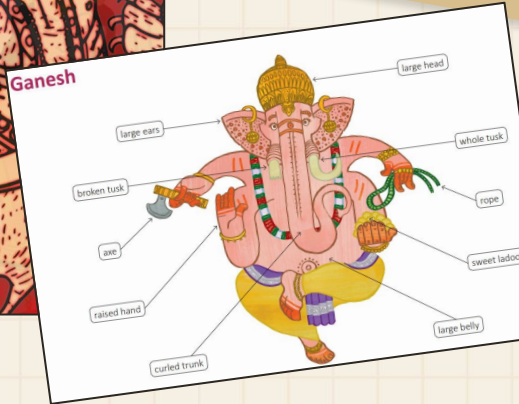
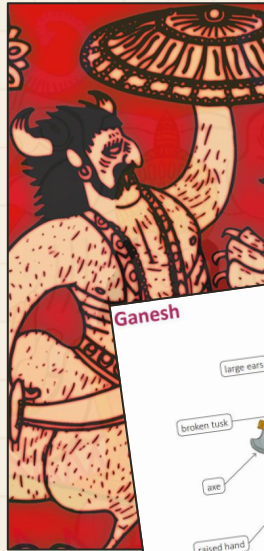
Through studying the Hindu festival of Ganesh Chaturthi, year 3 will be exploring and describing a range of Hindu beliefs, stories, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

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.

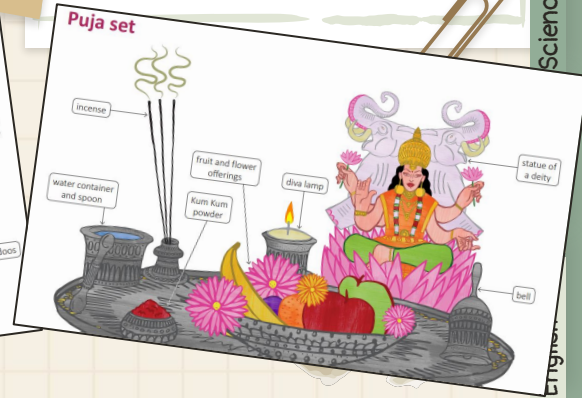
Religion & World Views

Hinduism:
Ganesh
Chaturthi



Key Vocabulary

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



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...

Key Vocabulary

Achievement

Acknowledge

Emotions

Solutions

Fairness

Group dynamic

Teamwork

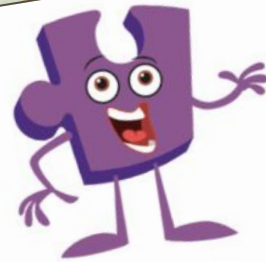
Nightmare

Affirm

Reflection

PSHE

Being Me in My World



Jigsaw Jigsaw's Journey

