

The background is a light pink surface with horizontal lines. It features several large, soft-edged shapes in yellow, light blue, and light purple. Scattered throughout are small, colorful doodles: purple squiggles, pink dots, a green lightning bolt, a yellow star, and a white star with a black outline.

Welcome to Year 3!

Miss Pattison & Mrs Cheeseman

Miss Osman

| Autumn One | | | Autumn Two | | Spring One | | Spring Two | | Summer One | | Summer Two | |
|---------------------|---|------------------------|--|---------------------------|---|------------------|--|------------------|---|-----------|--|-----------------|
| Spine Texts | The Twits | | The Night I met Father Christmas | | The Ancient Egyptian Sleepover | | The Boy who Grew Dragons | | Journey | | The Iron Man | |
| | Tutankhamun | | | | Rome & Romans | | The Element in the Room | | Into the Blue | | | |
| English | Fiction Settings | Explanation Text | Fiction Character | Instructions | Poetry | Fiction Suspense | Persuasion | Fiction Dialogue | Fiction Action | Newspaper | Fiction – Opening and Endings | Poetry |
| Maths | Place Value | Addition & Subtraction | Addition & Subtraction | Multiplication & Division | Multiplication & Division | Money Statistics | Length and Perimeter | Fractions | Fractions | Time | Properties of Shape | Mass & Capacity |
| Science | How do forces work? | | Why does the way light behave effect what we see? | | What do rocks tell us about the way the Earth was formed? | | | | What do you need for a healthy garden? | | How does nutrition and exercise impact our health? | |
| Computing | Digital Literacy: E-safety Being smart | | Digital Literacy: Connecting computers Smart searchers | | Computer Science: Block <u>Code using</u> inputs | | Computer Science: Block Code - sequencing | | Information Technology Movie Makers | | Information Technology Year 3 presents... | |
| History | | | Ancient Egypt How are we still learning from the Ancient Egyptians? | | | | Romans in Britain What was the Impact of the Romans in Britain? | | | | | |
| Geography | Where do people live and why? | | | | | | | | Blue Planet Why do our oceans matter? | | | |
| Art | Developing drawing skills | | | | Ancient Egyptian Scrolls | | Prehistoric Painting | | Abstract shape and space | | | |
| DT | Textiles: Cushions | | Structures: Constructing pyramids | | Mechanical Systems: Pneumatic Toys | | | | Food: Eating Seasonally | | | |
| RE | Buddhism Who was the Buddha? | | Buddhism Significance of peace | | Christianity The Bible | | Sikhism Beliefs | | Sikhism Teaching & Life | | Hinduism Gods & Beliefs | |
| Music | Developing a singing technique | | Ballads | | Traditional instruments & improvisation | | Creating compositions in response to an animation | | Jazz | | Pentatonic melodies & composition | |
| PE | Swimming/Skills Academy-large ball skills | | | | Dance & Gymnastics/Skills Academy-hockey, basketball | | | | Athletics/Skills Academy -small ball skills | | | |
| French | I am learning French | | Fruits and Vegetables | | I can! | | Shapes | | Presenting Myself | | Family | |
| PSHE | Me and my Relationships | | Valuing Difference | | Keeping Safe | | Rights and Respect | | Being my Best | | Growing and Changing | |
| Visits and Visitors | British Museum Apple Store Visit | | Hercules | | Natural History Museum | | Lullingstone in school workshop | | National Gallery Pizza Express | | London Sealife Centre | |

Weekly timetable

- Every morning, children will complete Maths and English lessons, including multiplication practice, reasoning work, writing and grammar.
- Children will be taught some P.E. lessons by specialist teachers.
- Children will need to wear their P.E. kit in school on P.E days. P.E. lessons might be changed due to weather/other school events taking place but you will be notified if a change happens in advance. PE will be on Mondays and Wednesdays for now.

"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
—MARY POPE OSBORNE



Reading

BOOKS TRAIN YOUR
imagination
TO THINK *big!*

- In school, children will have guided reading sessions two-three times a week. In these sessions, we will focus on different skills (vocabulary, inference, prediction, explaining, retrieval and summarising) that the children need to develop to become fluent readers.

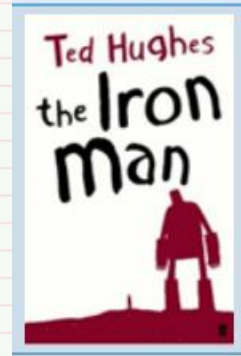
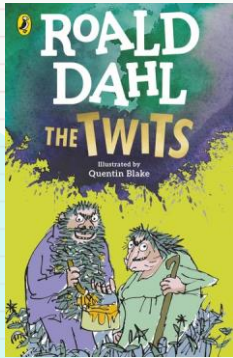


- Children should read at home everyday. Reading is an important life skill and can also be an incredibly enjoyable activity. Many children last year identified reading as a mindfulness tool they used to help their wellbeing.
- Children should read a variety of text types which interest them and gives them pleasure to read..

Reading
—IS—
dreaming
—WITH—
Open Eyes

Reading Spine

- These are the books we will be reading for pleasure during the year with the children. We will read to the children every afternoon.



- To help encourage reading for pleasure, you could: read books to and with your child, visit the library and let them choose books; let children re-read favourite books; create artwork etc linked to their favourite stories; complete the reading challenge.



Writing



Talk for Writing™



- We use Talk for Writing, which is a scheme of work which aims to teach the children to become fluent writers.
- One of the key elements is the model text, which is a short piece of writing which we learn together as a class. It models key grammar, sentence structure and style features that we be explicitly taught.
- In lessons, we use 'short burst writing' and shared writing to practise the key skills. These are short writing activities which are completed within a lesson. Over a series of lessons, the children build up these skills before then applying them in longer pieces of work.





Spelling

- Each week, we will focus on a different spelling pattern (e.g. -ing on words ending in 'e'. We will study these patterns in class during the week, with a spelling test on Mondays.
- Spelling test results are useful, but the main way spelling is assessed is through correct use of the taught spelling patterns within independent writing. Children will be actively encouraged to apply the spelling patterns to their independent work to see the spellings being used in context.

Maths

- We follow the White Rose Hub scheme of learning to support our maths lessons. Our lessons follow a similar structure to allow the children to build their confidence in mathematical concepts which are continuously revisited through flashback activities to support the embedding of a concept.
- We will also begin to prepare the children for the Y4 multiplication check. Throughout the year we will be using different games and interactive activities to support their fluency in multiplication.



Homework

- Homework is designed to support and consolidate the learning in class. online.
- Maths homework: My Maths.
- English homework: Set Thursday, due in Tuesday
Please focus on supporting the children with their presentation, grammar and spelling.
This will support their writing in class.
- Spelling homework: Termly spellings sent out at start of each term, Test on Monday.

Notes

- 30 minutes maximum should be spent on a task, reasonably independently..

Topics (history and geography)

Settlements

Where do people live and why?

The Romans

How would life be different
if the Romans didn't invade
Britian?

Ancient Egypt

Why are we still learning
from the Ancient Egyptians?

Blue Planet

Why do our oceans
matter?

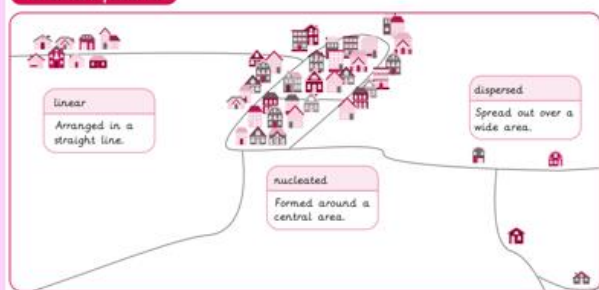


Where do people live and why?

Types of settlement:



Settlement patterns



| Key Vocabulary | Definition | Start of the topic | End of the topic |
|------------------------------|--|--------------------|------------------|
| Settlements | Places where groups of people live and work. | | |
| Population | Total number of people living in a particular area. | | |
| Atlas map | Shows the location of places and features at global or national scale. | | |
| Location | Particular position of something on Earth. | | |
| Human feature | Landmark built by humans. | | |
| Physical feature | A landform that forms naturally on Earth. | | |
| Distribution | How something is spread out across a geographic area. | | |
| Natural resources | Come from the Earth without human influence and can be used for human needs. | | |
| Development | When something changes, usually an improvement | | |
| Facilities | A building, equipment or place that is used for an activity or purpose | | |
| Border | A real or imaginary line between two countries. | | |
| Industrial revolution | The Industrial Revolution was a period of time where there was a large-scale change from making goods by hand to using machines. | | |

Science topics

Forces

How do forces work?

Light

How does the way light
behaves effect what we
see?

Rocks and Soils

What do rocks tell us
about how the Earth was
formed?

Plants

What do you need for a
healthy garden?

Animals including humans

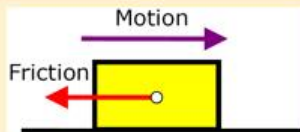
How does nutrition and
exercise impact your
health?



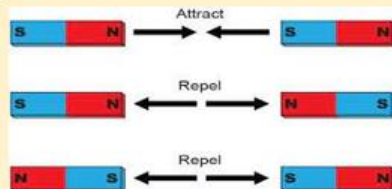
How do forces work?

Magnets produce an area of magnetic force called a magnetic field.

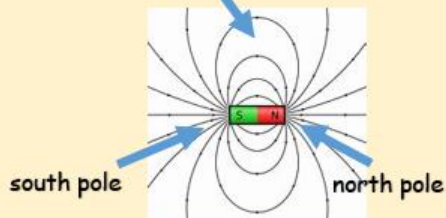
Friction always slows a moving object down.



Friction is the force which acts in the direction opposite to the motion.



magnetic field



| Key Vocabulary | Definition | Start of the topic | End of the topic |
|--------------------------|--|--------------------|------------------|
| Force | A push or a pull. | | |
| Gravity | Holds the planets in orbit around the Sun and pulls objects downwards towards a planet surface | | |
| Friction | A force which tries to slow two surfaces rubbing together. Makes surfaces hot. | | |
| Magnet | A material that produces a magnetic field. | | |
| Attract | To pull together. | | |
| Repel | To push away. | | |
| Magnetic force | A force between magnets. | | |
| Magnetic pole | Where the magnetic field is strongest. | | |
| Contact force | A force where objects need to touch each other to push or pull. | | |
| Non-contact force | A force where objects do not have to touch each other to push or pull. | | |

Magnetic materials



Iron



Cobalt



Nickle

Non-magnetic materials



Aluminium

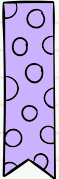


Gold

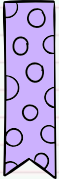


Copper

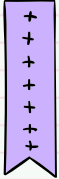
Supporting all children



Within every lesson, we teach children using many different strategies and use a number of resources based on each child's needs



Lessons are always adapted so that every child can access learning, make progress and be challenged further.



We ensure that extra groups to support a child / children take place to progress their learning further and confidence within lessons. This support might be during lessons and/or separately, when appropriate.

Visits and Visitors

British Museum

3rd December

Hercules

20th November

**Natural History
Museum**

Spring Term

We will be organising further visits and visitors throughout the year



Any Questions?