

## **Times tables challenge**

We will revise times tables from Year 2: 2, 5 and 10. Then to learn and practise Year 3 times tables: 3, 4 and 8 in class and at home using songs, apps and games to help remember and apply them in our daily maths learning.

The weekly times table focus will go home each Monday and tested on the following Friday.

## **Faith and belief (RE):**

Developing understanding about the BIG IDEAS, such as:

- What is important to me?
- What is a belief?
- What is faith?
- What is a parable?
- How do Christians show their faith?

## **Spanish with Señora Overney**

We will learn numbers 1-20, Spanish alphabet and basic greetings. Appreciate songs/rhymes, listen and contribute to class and individual discussion.

## **How can you help me at home?**

- Help me practise my times tables at speed. By the end of the term we need to be confident with times tables studied and know them off by heart.
- Help me practise my spellings, including high frequency words. Please see the class webpage for the year group lists. Spelling tests will happen every Friday and a new set will be given to the children to take home for the following week.
- Help me to practise and perfect my own handwriting style, so that every grapheme is legible and we can read it back. My aim is to use joined-up (cursive) writing by the end of KS2.

## **Reading**

We share daily whole class or small guided group reading sessions to explore a range of different texts: newspaper articles, narratives, webpages, non-fiction, persuasive writing (e.g. promotional leaflets) and images – what does a picture show us?

★ Remember to read 5 times a week at home to practise your reading skills: clarifying word classes, making predictions, questioning and summarising to be entered the Year 3 Reading Raffle.

## Numeracy

This term, the Year 3s will be working together as individuals, pairs and as a group to share their learning skills, such as: remembering, understanding, applying and evaluating. There will be a focus on explaining our maths thinking using full sentences orally and in writing.

Excitingly, the maths will be taught through context to add meaning and relevance. Moreover, we will be extending our knowledge and understanding in Year 2: number sense, adding and subtracting, multiplying and dividing. Our main aims are to:

- count in multiples of 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit (hundreds, tens and ones)
- compare and order numbers up to 1000
- read and write numbers up to 1000 in numerals and in words
- add and subtract numbers mentally up to 3 digits
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.

## Art

- To develop sketch books to review and refer to.
- To explore the great artist from the Great War – Paul Nash and imitate his style using a range of mixed media.
- To create 3D art poppies to symbolise harmony and remembrance.

## Science (including Design and Technology)

We will be focusing on becoming **scientific investigators**, using a range of scientific enquiries in the to develop scientific skills (predicting, observing, recording, analysing and explaining). The curriculum focus will be FORCES AND MAGNETS (Autumn 1) and LIGHT (Autumn 2).

Science will be learnt through a range of texts, such as 'Giraffes can't dance' and 'Traction Man'.

**Big ideas, such as:**

- Gerald's Tug –of –war against an elephant in the jungle.
- How could Gerald's friends get down from the palm tree?
- How can we make Gerald dance?

## Year 3 – Topic Web (Autumn 2017)

### ★ WOW experience ★

- Cornwall trip, including trip to Flambards to see the WW1 exhibition.
- Visit to St Mary's Church and St Sabinus Church, Remembrance Services.

### ★ Skills building ★

This term we're enriching our learning power in class and at home by focusing on key skills that underpin how we learn, such as: remembering, understanding, applying, analysing, creating and evaluating.

## Harmony & Conflict

- ❖ What does HARMONY and CONFLICT mean to me?
- ❖ How can we live harmoniously?
- ❖ How did two bullets kill 20,000,000 people?
- ❖ How did women become stronger through war?



## P.E.

- Tennis
- Volley sport
- Athletics (e.g. short and long-distance running).

PLUS, we will be building stamina with our Daily Physical Activity (DPA), e.g. 1-mile challenge and skipping.

## Music

- Learn songs from times of conflict to explore and create new lyrics, tone, pitch and volume.
- Rehearsing Harvest and KS2 Christmas production.

## Literacy

**Poetry** - using visual texts and poetry, we will develop our understanding of harmony and conflict and create a performance poem. The key skills are to identify and create empathy by broadening our vocabulary knowledge.

**Narrative writing** – we will link to poetry and learn the new class texts: 'Giraffes can't dance' and 'The Tear Thief' to create our own story about conflict and resolution.

**Letter writing** – we will use and apply our understanding of life in the WW1 trenches to write letters home, using specific topic vocabulary.

**Posters** – we will create posters using persuasive writing features magpie from artefacts and sources.

## Computing

**How to keep safe online.**

**To use ICT to communicate and share ideas with a group.**

- To use a range of hardware and software tools to create and record ideas for understanding or to present to a group, e.g. iPad, netbook and video camera.
- To learn how to share ideas using power point and Book Creator
- Word processing skills to include: logging-on, saving to different file paths, changing the appearance of text, use animation and transition tools and adding music and images.
- To use the Class 3 Blog to upload home learning and read comments and post personal opinions.

## History and chronology

- To develop an understanding of **chronology** – to sequence events and significant moments in time.
- To understand and analyse a significant turning point in British history – The Great War.
- To understand the contribution of different individuals during The Great War.
- To create an opinion and justifying using evidence and listening to others.

**Key questions:**

- How did two bullets kill 20,000,000 people?
- How did women become stronger through war?
- What was Harry Patch's contribution during the Great war?
- Why is Edward blindfolded?