

## Year 3 Newsletter, Term 4, 2020

### Topic: The Stone Age and the Iron Age

This medium term plan gives you an overview of your child's learning over the fourth term. It is separated into the National Curriculum subjects and gives you information about what the children are learning so you have a better idea of what they are doing in a particular topic/subject. It also provides you with information so you can help at home if you wish to.

<p><b>Books/texts to be used:</b></p> <ul style="list-style-type: none"> <li>• 'I was a rat' by Phillip Pullman</li> </ul>	<p><b>Topic questions generated by the children:</b></p> <ul style="list-style-type: none"> <li>• What jobs did they have?</li> <li>• Did they go to school?</li> <li>• How did they travel longer distances?</li> <li>• What did they wear?</li> <li>• What did they do in their free time?</li> </ul>	<p><b>Key Question for topic:</b></p> <p>What was life like for people in the Stone Age and Iron Age?</p> <p><b>Challenge:</b></p> <p>Create a Christ Church Stone Age museum.</p>
<p style="text-align: center;"><b>History/Geography Focus and Key Skills</b></p> <p><b>Changes in history – The Stone Age to the Iron Age :</b></p> <ul style="list-style-type: none"> <li>• I understand that the past can be divided into different periods of time i.e. Victorians</li> <li>• I am beginning to realise that there are reasons why people acted the way they did</li> <li>• I am beginning to identify some of the ways that the past is represented</li> <li>• I can handle or observe different sources of information to aid my understanding</li> <li>• I can record work pictorially, and in writing, using labels where appropriate, through observation</li> <li>• I can begin to use specific vocabulary appropriate to the study/period</li> </ul> <p><b>Ways to help at home:</b></p> <ul style="list-style-type: none"> <li>• Look through fiction and non-fiction books linked to the Stone Age and Iron Age.</li> <li>• Research Stone/Iron Age facts online</li> <li>• Visit the Stone/Iron Age section of the Bristol Museum</li> </ul>	<p style="text-align: center;"><b>Numeracy Skills</b></p> <p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>• Interpret and present data using bar charts, pictograms and tables.</li> <li>• Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?']</li> <li>• Using information presented in scaled bar charts and pictograms and tables.</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</li> <li>• Measure the perimeter of simple 2D shapes.</li> </ul> <p><b>Ways to help at home:</b></p> <ul style="list-style-type: none"> <li>• Practice times table facts, focusing in particular on the 2, 3, 4, 8 and 10 times tables</li> <li>• Play maths board games and puzzles together (e.g. sudoku)</li> <li>• Ask your child to explain or demonstrate what they have been learning in maths lessons</li> <li>• Develop your child's use of mathematical vocabulary by asking them to explain <u>how</u> they have solved a maths problem</li> </ul>	<p style="text-align: center;"><b>Literacy Skills</b></p> <p><b>'I was a rat' by Phillip Pullman:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge</li> <li>• Articulate and justify answers and opinions</li> <li>• Use dictionaries to check the meaning of words</li> <li>• Discuss words and phrases that capture the reader's attention</li> <li>• Organise paragraphs around a theme</li> <li>• Create settings, characters and a plot</li> <li>• Assess the effectiveness of their own and others writing and suggest improvements</li> <li>• Read aloud with appropriate intonation, tone and volume so the meaning is clear</li> <li>• Appreciate how illustrations contribute to a narrative</li> <li>• Use drama and art to support writing</li> <li>• Please note that handwriting and the weekly spelling rule are also taught on alternate days.</li> </ul> <p><b>Ways to help at home:</b></p> <ul style="list-style-type: none"> <li>• Read together, discussing the characters and predicting what might happen next.</li> <li>• Encourage correct use of descriptive vocabulary (adjectives, metaphors etc) in writing.</li> </ul>

<p style="text-align: center;"><b>Jigsaw</b></p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li>• I can tell you my knowledge and attitude towards drugs</li> <li>• I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</li> <li>• I understand that, like medicines, some household substances can be harmful if not used correctly</li> <li>• I understand how complex my body is and how important it is to take care of it.</li> </ul>	<p style="text-align: center;"><b>Science</b></p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>• I can compare and group together different types of rocks on the basis of their appearance and simple physical properties.</li> <li>• I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>• I can recognise that soils are made from rocks and organic matter.</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b>Technology in our Lives</b></p> <ul style="list-style-type: none"> <li>• I can save and retrieve work on the Internet, the school network or my own device.</li> <li>• I can talk about the parts of a computer.</li> <li>• I can tell you ways to communicate with others online.</li> <li>• I can describe the World Wide Web as the part of the Internet that contains websites.</li> <li>• I can use search tools to find and use an appropriate website.</li> </ul> <p>I think about whether I can use images that I find online in my own work.</p>
<p style="text-align: center;"><b>Design Technology</b></p> <p><b>Healthy and varied Diet</b></p> <ul style="list-style-type: none"> <li>• I understand that sandwiches can form part of a healthy diet</li> <li>• I can use the appropriate language related to food products</li> <li>• I understand that different combinations of ingredients can affect the taste and texture of a product</li> <li>• I can establish a criteria for a successful product</li> <li>• I can use tools and utensils safely and effectively</li> <li>• I can evaluate my product against the original design criteria</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p><b>Quick Cricket and Gymnastics</b></p> <p>Children will complete two PE sessions per week comprising of an indoor and outdoor activity.</p> <p>One lesson will be led by the class teacher and the other will be taught during PPA time.</p>	<p style="text-align: center;"><b>Music</b></p> <p><b>Water</b></p> <ul style="list-style-type: none"> <li>• I can explore the origin of sea shanties</li> <li>• I can identify the key features of a sea shanty</li> <li>• I can maintain an independent line within a two part song</li> <li>• I can interpret symbols as musical sounds</li> <li>• I can create symbols to represent the key features of a composition</li> <li>• I can sing in tune with expression and perform rhythmically simple parts that use a limited range of notes</li> </ul>
	<p style="text-align: center;"><b>RE</b></p> <p><b>What do people believe about God?</b></p> <ul style="list-style-type: none"> <li>• Who is Christian / Muslim / Jewish and what do they believe?</li> <li>• Why do some people believe God exists?</li> <li>• Do we need to prove God's existence?</li> </ul> <p><b>Easter - Forgiveness</b></p> <ul style="list-style-type: none"> <li>• What is 'good' about Good Friday?</li> </ul>	

### Homework

This term we will be continuing to give the children weekly Maths and Literacy, alternating on a weekly basis. Homework is always **set on a Friday and should be returned the following Thursday**. Please help your child to be responsible for their homework books. If you or your child has any questions about the homework, please see your class teacher for clarification.

We also expect the children to continue to read on a daily basis as this is essential for their reading development. Times tables should also be practiced daily, in year 3 the children are expected to know their 3, 4 and 8 times tables.

### Spellings

Spelling tests take place every **Friday** with new spellings also sent home that day. Spelling lists will be in the back of children's homework books. It is important that homework books are in school **every Friday** in order for new spelling lists to be stuck in. Spellings are also posted on your child's class web page in case they become mislaid.

### PPA

Our PPA is on a **Wednesday afternoon**, during which the children will be taught PE by Shine coaches and French by Madame Maurier.

### PE

PE will take place on both a **Wednesday** and a **Thursday** afternoon. Please make sure the children have both their indoor and outdoor PE kit in school every day because due to our busy schedule we might have to be flexible with our timetable.

Finally, please can we request that ALL of the children's belongings are clearly labelled, including water bottles, lunch boxes and PE kits.

Please catch us at any time if you have any questions.

Many thanks,

Tom Curry

Hannah Riddiford