

# Curriculum Newsletter

Year 3 / Spring 2



This half term in Year 3 we will be looking at 'Save our Seas!'



*This picture shows some of our amazing learning on Ancient Egypt last half term. The children were able to be real detectives!*

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## Home Learning

**Homework** will be set on seesaw on Tuesdays.

Paper copies are available outside Miss Peek's room from Monday. Reading and maths activities should be completed daily and recorded in your child's reading diary. Books should be changed by the children when required and we recommend using MyOn to support reading, as well as the banded reading books. For maths, we recommend times table rockstars.

## Key vocabulary

<b>Sustainability</b>	Being able to maintain a certain rate or level
<b>Environment</b>	The surroundings or conditions where a person/animal/plant lives
<b>Renewability</b>	Something that cannot run out, it can be naturally replenished
<b>Recycling</b>	To convert rubbish/waste into something else
<b>Conservation</b>	Protecting or looking after something
<b>Discarded</b>	To get rid of something/no longer use it
<b>Endanger</b>	To put something/someone at risk
<b>Hazard</b>	A danger or risk
<b>Climate</b>	Weather conditions
<b>Activist</b>	A person who campaigns to bring about change

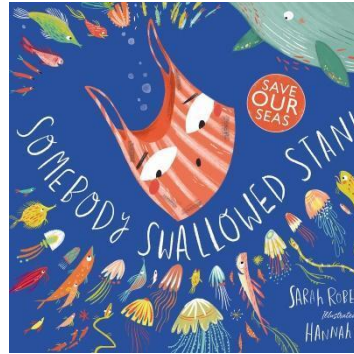
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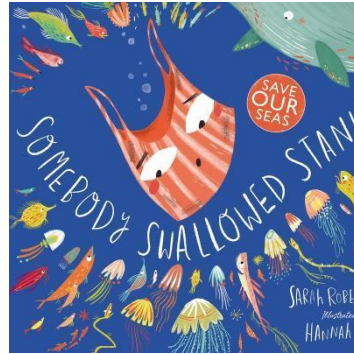
## Upcoming Dates

- Curriculum day (17/3)
- Year 3 trip to Norwich Castle (30/3 and 31/3)

**Topic: Save our seas!**

This curriculum newsletter provides an overview of your child's learning in Year 3 for the Spring 2 half term.



<p><b>Topic: Save our seas!</b></p> <p>This curriculum newsletter provides an overview of your child's learning in Year 3 for the Spring 2 half term.</p> 	<p style="text-align: center;"><b>PE</b></p> <p><b>As athletes we will:</b></p> <ul style="list-style-type: none"> <li>★ Learn key skills needed for net and wall games, focusing on tennis</li> <li>★ Continue with RealPE focusing on creative skills</li> </ul>	<p style="text-align: center;"><b>Computing</b></p> <p><b>As computer scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Learn about what data and information is</li> <li>★ Build our own branching database</li> <li>★ Use databases to group objects using yes/no questions</li> <li>★ Explore media literacy and digital resilience</li> </ul>
<p style="text-align: center;"><b>English</b></p>	<p style="text-align: center;"><b>Science</b></p>	<p style="text-align: center;"><b>RE</b></p>
<p><b>As writers we will:</b></p> <ul style="list-style-type: none"> <li>★ Use two core texts; 'someone ate Stanley' and 'Greta and the Giants' to base our learning around</li> <li>★ Understand the key features of a leaflet</li> <li>★ Create a leaflet all about country of their choice</li> <li>★ Understand the key features of a persuasive advert</li> <li>★ Produce a persuasive advert about the importance of recycling</li> <li>★ Explore poetic features and create our own poem</li> </ul> <p><b>As readers we will:</b></p> <ul style="list-style-type: none"> <li>★ Use the Schofield and Sims scheme to support our reading comprehension</li> <li>★ Work on our inference skills</li> <li>★ Develop our prediction skills</li> <li>★ Continue to develop the pace in which we read</li> <li>★ Continue to develop our reading stamina</li> </ul>	<p><b>As scientists we will:</b></p> <ul style="list-style-type: none"> <li>★ Recognise that you need light in order to see things and that dark is the absence of light</li> <li>★ Notice that light is reflected from surfaces</li> <li>★ Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>★ Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>★ Find patterns in the way that the size of shadows change</li> </ul>	<p><b>As theologians we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore Muslim beliefs</li> <li>★ Compare Muslim beliefs to Christians</li> </ul> <p style="text-align: center;"><b>Languages</b></p> <p><b>As French language learners we will:</b></p> <ul style="list-style-type: none"> <li>★ Be able to talk about how I look</li> <li>★ Consolidate past learning on hobbies</li> </ul>

	<b>Art and Design Technology</b>	<b>Geography</b>
	<p><b>As artists and designers, we will:</b></p> <ul style="list-style-type: none"> <li>★ Create a piece of sustainable clothing</li> <li>★ Apply our sewing skills to create a piece of clothing</li> <li>★ Reflect and evaluate our products</li> </ul>	<p><b>As geographers we will:</b></p> <ul style="list-style-type: none"> <li>★ Think about what sustainability is</li> <li>★ Reflect on the question- how can we live more sustainably in the United Kingdom?</li> </ul>
<b>Maths</b>	<b>Music</b>	<b>History</b>
<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore what a minuend and subtrahend is</li> <li>★ Subtract from 2 and 3 digit numbers with exchanging</li> <li>★ Draw triangles and quadrilaterals and identify vertices</li> <li>★ Recognise right angles and identify them</li> <li>★ Understand that rectangles are four-sided polygons with four right angles</li> <li>★ Investigate shapes rectangles and squares can make by cutting them up</li> <li>★ Join four right angles at a point using different right-angled polygons</li> <li>★ Identify a whole and the parts that make it up</li> <li>★ Identify the number of equal or unequal parts in a whole</li> <li>★ Identify equal parts when they do not look the same</li> <li>★ Explain the size of the part in relation to the whole</li> <li>★ Identify how many equal parts a whole has been divided into</li> <li>★ Use fraction notation to describe an equal part of the whole</li> <li>★ Represent a unit fractions in different ways</li> <li>★ Identify parts and whole in different contexts</li> <li>★ Compare and order unit fractions by looking at the denominator</li> </ul>	<p><b>As musicians we will</b></p> <ul style="list-style-type: none"> <li>★ Learn the song ‘bringing us together’</li> <li>★ Compare disco style music to other learnt genres (r and b, classical)</li> <li>★ Listen and appraise different songs</li> <li>★ Continue to develop our musical vocabulary (tempo, pitch, dynamics)</li> </ul> <p style="text-align: center;"><b>PSHE/RSHE</b></p> <p><b>To understand ourselves and others we will:</b></p> <ul style="list-style-type: none"> <li>★ Explore what a respectful relationship is</li> <li>★ Think about our own beliefs and understand it may differ to others</li> <li>★ Explore health and prevention</li> <li>★ Explore money and work</li> </ul>	<p><b>As historians we will:</b></p> <ul style="list-style-type: none"> <li>★ Consolidate and develop our knowledge on the Ancient Egyptians</li> <li>★ Attend a school trip to see Egyptian artefacts and extend our learning</li> </ul>

