

# Curriculum Newsletter

Year 3 / Autumn 2



This half term in Year 3 we will be continuing to embed routines and Key Stage 2 expectations. We will also have our first trip and show and share. Please speak to Miss Peek with any concerns/queries.



*A photo from our recent times table cafe, to which over 200 people attended.*

## Home Learning

- ★ Homework will be set on seesaw on Tuesdays. Paper copies are available weekly outside Miss Peek's room.
- ★ Reading should be completed daily and recorded in your child's reading diary. Books should be changed by the children when required.

## Key vocabulary

<b>witch</b>	Someone thought to have magic powers, especially evil ones
<b>feeble</b>	Lacking in strength
<b>polyrhythms</b>	Combination of contrasting rhythms in a musical composition
<b>attract</b>	Pulled in by magnetic field
<b>repel</b>	To drive or force back
<b>force</b>	The push or pull on an object
<b>pole</b>	Region at each end of a magnet
<b>sum</b>	The amount of something
<b>advent</b>	The beginning or arrival of something


## Upcoming Dates

- ★ **3rd-7th November** Bikeability
- ★ **6th and 8th November** Parents evening
- ★ **10th November** Year 6 remembrance assembly
- ★ **17th November** Anti-bullying curriculum day
- ★ **7th and 8th December** Year 3 Norwich Cathedral trip
- ★ **15th December** Workshare

## Autumn 2 Year 3

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



<p><b>Autumn 2 Year 3</b></p> <p>This curriculum newsletter provides an overview of your child's learning in Year 3 for the Autumn 2 Half term.</p> 	<p style="text-align: center;"><b>Science</b></p> <p><b>As scientists we will</b></p> <ul style="list-style-type: none"> <li>● Consolidate our learning on friction, thinking about how and why things move differently on different surfaces</li> <li>● Consolidate our knowledge on magnets, thinking about why things attract and repel and which materials are magnetic</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>● Capture and edit using digital still images to produce a stop-frame animation that tells a story</li> </ul>
<p><b>English</b></p>	<p><b>PE</b></p>	<p><b>RE</b></p>
<p><b>As writers we will</b></p> <ul style="list-style-type: none"> <li>● Write to entertain and inform</li> <li>● Learn about successful fairy tale narratives</li> <li>● Write to entertain</li> <li>● Write a setting description</li> <li>● Create our own fairy tale narratives inspired by one we have read</li> </ul> <p><b>As readers we will</b></p> <ul style="list-style-type: none"> <li>● Develop the speed of our reading (fluency)</li> <li>● Continue to practise answering questions, in detail, based on what we have read</li> <li>● Improve our reading stamina</li> <li>● Use Schofield and Sims to support our VIPER skills (vocabulary, inference, prediction, explanation, retrieval and sequencing)</li> </ul>	<p><b>As athletes we will:</b></p> <ul style="list-style-type: none"> <li>● Learn and develop our hockey skills</li> <li>● Recognise the skills needed in invasion games</li> <li>● Work on our social skills</li> <li>● Continue to develop our coordination and balance skills</li> </ul>	<p><b>As theologians we will:</b></p> <ul style="list-style-type: none"> <li>● Learn about what the trinity is</li> <li>● Attend a school trip to explore advent</li> </ul>
<p><b>Maths</b></p>	<p><b>Art and Design Technology</b></p>	<p><b>History and Geography</b></p>
<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>● Recap the 3 times tables and begin to explore the 4 times tables</li> </ul>	<p><b>As artists and designers, we will:</b></p> <ul style="list-style-type: none"> <li>● Explore mark-making and shading in response to Vincent Van Gogh</li> <li>● Create pieces of work using oil pastel drawing and colour wash</li> <li>● Create our own pop up cards using different mechanisms</li> </ul>	<p><b>As geographers we will:</b></p> <ul style="list-style-type: none"> <li>● Explore the question- why do so many people in the world live in megacities?</li> </ul>
<p><b>Maths</b></p>	<p><b>Music</b></p>	<p><b>RE</b></p>
<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>● Recap the 3 times tables and begin to explore the 4 times tables</li> </ul>	<p><b>As musicians we will</b></p> <ul style="list-style-type: none"> <li>● Follow the Charanga scheme of learning we will be learning the glockenspiel</li> </ul>	<p><b>As theologians we will:</b></p> <ul style="list-style-type: none"> <li>● Learn about what the trinity is</li> </ul>

<ul style="list-style-type: none"> <li>● Pupils will measure lengths and convert between mm, cm and m</li> <li>● Pupils will measure mass and convert between g and kg</li> <li>● Pupils will measure capacities and convert between ml and l</li> <li>● Pupils will compare, order and partition 3 digit numbers making links with 4 digit numbers.</li> </ul>	<ul style="list-style-type: none"> <li>● We will continue to look at different music notes and their values as well as applying this to play and write music</li> <li>● Consolidate our learning on Djembe drums, looking at creating polyrhythms</li> </ul>	<ul style="list-style-type: none"> <li>● Attend a school trip to explore advent</li> </ul>
	<b>PSHE/RSHE</b>	<b>Languages</b>
	<p><b>To understand ourselves and others we will:</b></p> <ul style="list-style-type: none"> <li>● Identify what a family is to us</li> <li>● Recognise the people who care for us</li> <li>● Focus on respecting ourselves and others</li> </ul>	<p><b>As French language learners we will:</b></p> <ul style="list-style-type: none"> <li>● Look at how to talk about languages and nationalities</li> <li>● Learn how to say how old someone is</li> </ul>